

ATHLETIC

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Defensive Line Play

E. R. Godfrey

Legal and Illegal Blocking,
and Forward Pass Interference

Crowding Around the
Center Jump

J. Craig Ruby

JOURNAL

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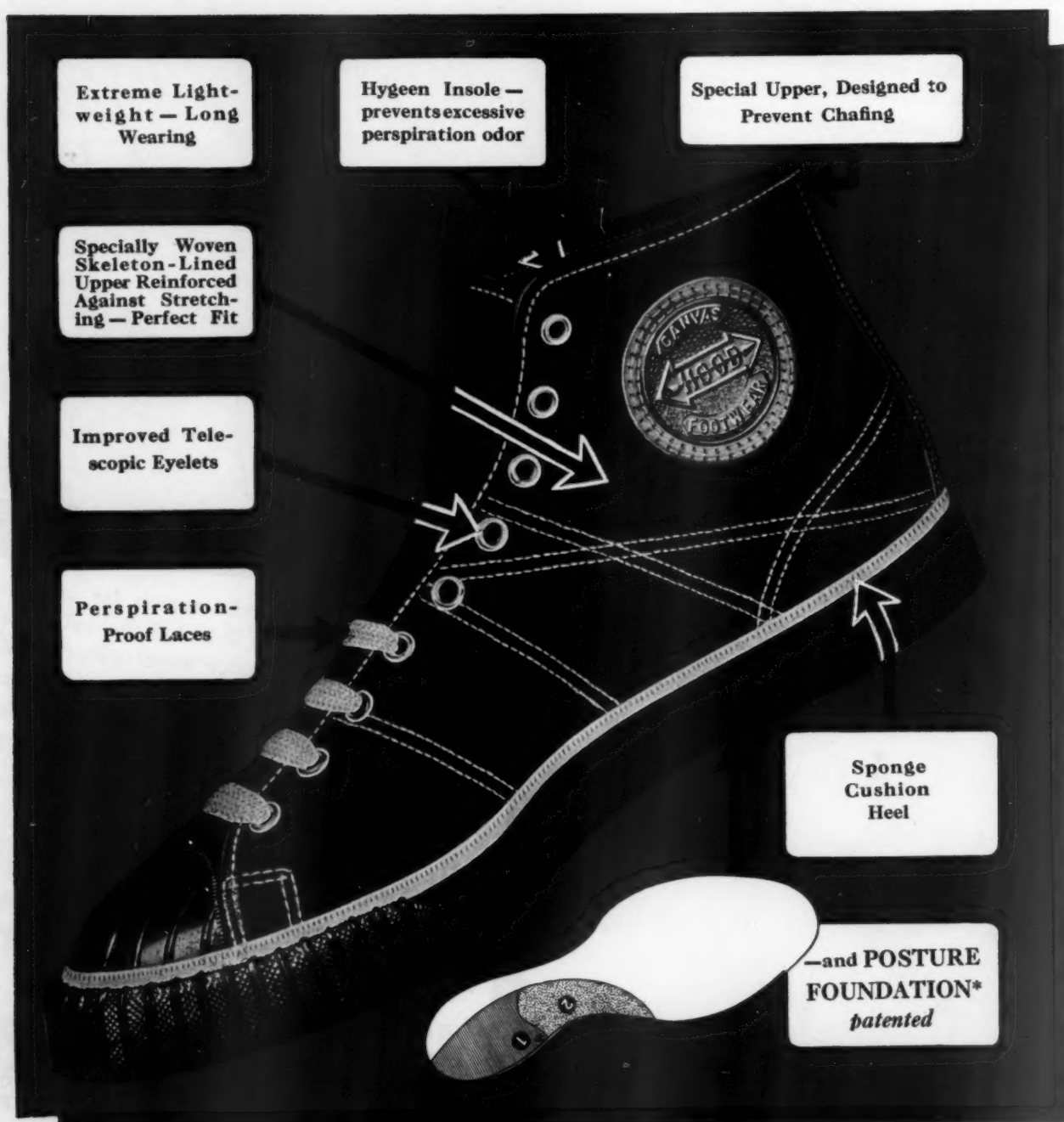
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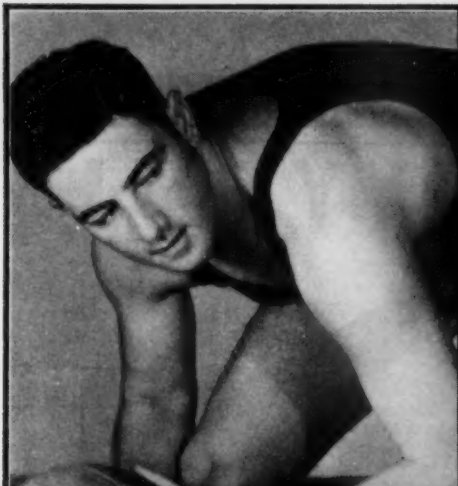
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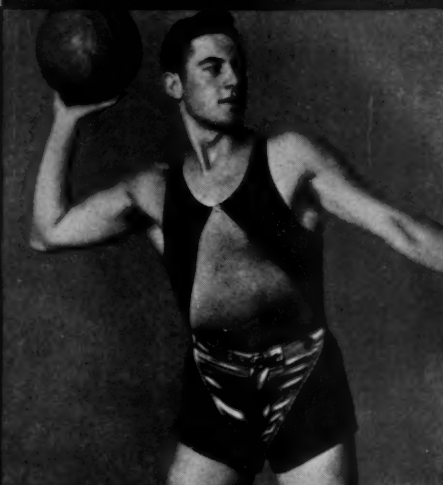


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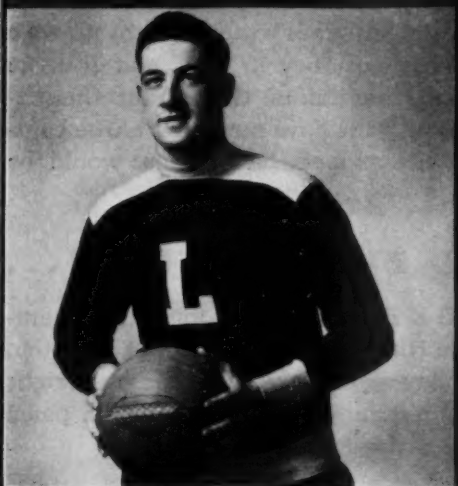
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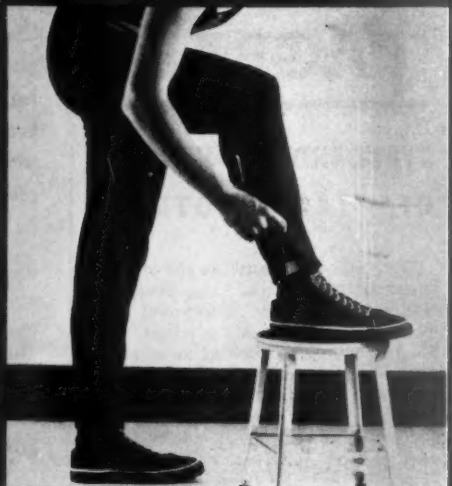


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Defensive Line Play

By
E. R. Godfrey

Line Coach

Ohio State University

BACK of every great system of football in this country, you will find a great system of line play. Good line play is the backbone of football. I recently heard a head coach say: "From now on, I am going to coach my own line and let my assistant coach the backfield. Line play has become a science, worthy of thought and study. Vagueness of fundamental knowledge is ruinous."

There are very few books written on line play because the fundamentals deal with the very smallest details of individual performance, correct position of the body and the many uses of the hands and feet. Through experience, and only so, can one widen his fundamental knowledge of line play.

Types of Defensive Line Play

THERE are two distinct types of defensive line play:

1. The first is the crouch defense. In this, the defensive man uses his hands first to gain a defensive advantage. An offensive man's first objective is to get contact. A man playing the crouch defense uses his hands to keep the offensive blocker from getting to his body.

2. The other type of defense is with three or four points down. In this case, the defensive man occasionally uses his hands, but gains his defensive advantage with a fast, low charge, getting his penetration by leg drive.

Both systems are successfully used by outstanding coaches of the country. Regardless of the system used to get superior defensive line play, you must have superiority of line charge. For this reason, I believe in a three-point defensive stance. In fact, our guards use the same stance on defense that they use on offense. See the illustration on page 8.

The key word back of all our defensive play from end to end is "simplicity." We strive to get penetration by a fast low charge, each man having a territorial responsibility. Even two months is a very short time to teach something simple.

Defensive Guard Play

THE defensive stance of our guard is well illustrated in the picture. The stance is as follows: Feet spread, one foot a little back of the other, buttock lower than shoulders, head up, one knee just a couple of inches off the ground. After the guard makes his initial charge, his correct balance, retaining his original base, with feet under his body, immediately becomes your coaching problem. It is a very common practice to see defensive guards wasting their charge by allowing themselves to become off balance. Since it is the object of a guard to tear apart and separate the offense, penetration becomes the vital part of his play. It is for this reason that our guards do not use their hands so much as our defensive tackles and ends.

Our guards have three distinct charges: (1) Submarine; (2) Split opponents; and (3) Double co-ordinated charge. Their defensive charge depends upon position on field, down, yards to go, time and score. I want our defensive lineman calling the plays, figuratively speaking, as if he were the quarterback for the opponents. However, he never gambles on his charge unless he has everything to win and nothing to lose. For example, the ball is on the 50-yard line; it is fourth down, 1 yard to go. The offensive team goes into a close formation, indicating it is going to try to make first down. At this point, I want our guards, tackles and ends to realize it is not two yards they are fighting for, but

position on the field, should they succeed in holding the opponents from making first down.

When small yardage is needed, the defensive guard charges over offensive guard and into center. When big yardage is needed, he charges wide, between offensive guard and tackle. For example, the ball is on your own 40-yard line, score 0 to 0, third down, 8 yards to go; play for either a pass or run.

A guard who makes the same charge on every play is only 60 per cent efficient in his position. A good defensive guard will never let his opposing lineman and quarterback know where he is going to charge.

Defensive Tackle Play

THE stance of a defensive tackle is very important. The tackle stands in position to direct the line of force toward the most dangerous man. If he is outflanked by a wing halfback, his outside knee is forward, presenting two targets to the halfback, his knee and hands.

A defensive tackle must think of getting penetration regardless of how he gets it. The faster a man charges, the harder he is to defeat, and the more effective his play. Oftentimes defensive tackles use too much time on the line of scrimmage in warding off opponents.

Various defensive charges:

1. Dip charge similar to that of a guard.
2. Limp leg.
3. Feint charge at end and playing wing halfback.
4. Knife charge.
5. Power charge.

Some general hints for good defensive tackle play:

1. If the defensive tackle is out-flanked by an offensive end, he should always push the head of the blocker away as he charges in.

2. The defensive tackle must be on his feet after getting across the line of scrimmage.

3. The defensive tackle should always be willing to give two yards to stop big yardage on first down.

4. The defensive tackle on the strong side should play wide; have guard shift over.

5. The defensive tackle should not charge deep on spinner plays.



Stance for offense and defense. One hand is down. The modified sprinting start or three point position is shown.

6. The defensive tackle on the weak side should charge conservatively.

7. A good defensive lineman can often save as much yardage as a good halfback can gain.

There are many fundamentals in good defensive tackle play. A defensive tackle should be aggressive, always getting the jump on his opponent and following the ball. An aggressive, fighting spirit is necessary for good line play. On defense, leg drive plays an important part in getting penetration and in breaking through to the ball-carrier. A good tackle always charges across the line of scrimmage first and varies his charge from a point two yards beyond the line of scrimmage. At this point, I would like to add this thought, that a good defensive lineman always controls the first yard of his charge.

A defensive tackle's charge into the backfield is determined by the down and yards to go. Generally speaking, on big yardage his charge is out. On little yardage, his charge is in.

Defensive End Play

THE stance of the defensive end is three point. He takes three steps in with one leg extended. The right end has his right leg extended and the left end has his left leg extended. He retains a squatting position with arms extended. The depth of the defensive man's charge depends

upon how good the offensive man is on the end of the formation. The defensive end plays the deep man in interference, so that he will not be forced to the outside. The defensive end smashes three steps, varying his play after that. Yost once said, "I will play my ends smashing in and eat all the ground you will gain outside of them."

If there is a double or triple handling of the ball, the defensive end plays conservatively. If it is a buck over tackle, his charge is shallow. A defensive end can take three courses on his initial charge: deep, shallow and a middle path, depending upon down and tactical situation.

A good defensive end will never let the quarterback know how he is going to charge. Fesler, of Ohio State, never played the same. It was third down, 3 yards to go, on his own 25-yard line. I saw him make his play, coming up with a fourth down and 8 to go. On big yardage, the defensive end goes in and cross-steps, if the ball-carrier tries to go around him or in case of a lateral pass.

Quite often, the wing halfback gets an



E. R. Godfrey

outside block on an end playing a smashing game. Therefore, it becomes very important that the end pushes the head of the wing halfback as he goes in, making a block on him impossible. The deeper the defensive end can meet his offensive blocker, the better his chances are to make his play. It also is important that a defensive end has a strong forearm shiver to ward off blockers.

Types of Defensive Line Play

ONCE heard a Western Conference coach say that a perfect defense would be a 7-3-2-1. Our defensive problem is to take eleven men, instead of thirteen, and at various times have a seven-man line when it is necessary. The various

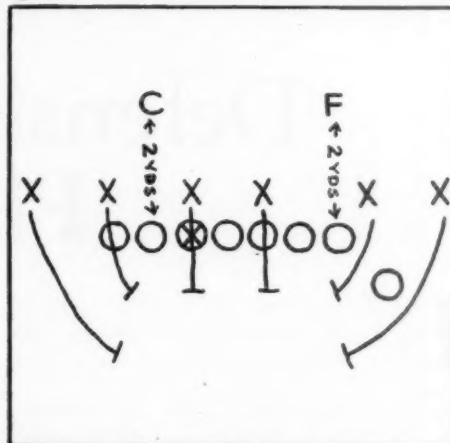
possible defenses are 7-1-2-1, 6-3-2, 6-2-2-1 and 7-2-2.

In meeting defensive problems, you must meet strength with strength, weakness with weakness, and facts with facts.

Six-man Line

TO make a six-man line effective, you must have a good center and a good fullback. It is the duty of a six-man line simply to charge through, strip the play, allowing the center and fullback to make most of the tackles. If guards react to deception, they will be stopped quickly.

The six-man line is shown in the diagram.



The main purpose of the defensive tackle in the six-man line is to get over the line of scrimmage, but he cannot charge wide and deep. He should get two yards depth in his penetration. He must remain low, taking his charge, depending upon the development of the play. The tackle on the weak side plays over the offensive end. He drives in to the point indicated in the diagram. Guards play down on either three points or four. They must get penetration, if it is only a yard. The guards' charge is low most of the time. The defense from end to end forms a cup. The men smash to the point indicated. The center and defensive fullback play just two yards from the line. Blockers cannot get to them. The defensive right halfback plays 7 yards deep. The defensive left halfback, deep and wide, sends the play over fullback. The quarterback plays 25 yards deep.

The defense varies. Sometimes the defensive fullback will go through and make the play. If the end shifts out, the defensive tackle will play in the hole, with the defensive end in close and the defensive fullback supporting to the outside. Then again, the defensive end may go in fast and the defensive tackle may charge wide. These various types of defensive charge make a six-man line very effective and strong. The main objective in building a six-man line is to confine the offense to as small an area as possible. It is the responsibility of the ends and defensive halfbacks not to allow the offensive attack to spread.

Offensive Line Play

By Richard W. Barker

Head Football Coach, Cornell College, Iowa

OFFENSIVE line play is the aid by blocking which linemen give the backs in executing running plays, passes and kicks. The coach with a small squad will work with the blocking on runs, passes and punts more than with the blocking on bucks, because the smashing type of play is harder on both the blocker and the ball-carrier, and the yardage earned by bucks is smaller.

A lineman must first assume a good position, a stance in which he is at ease and balanced, and which will enable him to move in any direction without changing his position. There are two or three ways of getting a man into position, but they all end alike. The first way is from a standing position, with the feet slightly more apart than natural, the toe of one foot even with or behind the heel of the other, the feet pointing straight ahead. With the feet pointing straight ahead, the knees will be kept wide and over the feet when the squat is made. This position also enables all the cleats to grip the ground. Extra strain is always put on the legs when the toes turn out. From this position the elbows are placed on the knees as the body is brought to a half squat; even here a man should be in good balance and able to hold the position and rest. When the player reaches for the ground from this position, his fingers will lack a few inches of touching. He should place one hand on the ground by bending the knees rather than by leaning forward. Another method is to go into a full squat and then lean forward until the hand is on the ground. One elbow in either case remains on the forward knee.

When the player is in a good charging position, his back is straight from neck to rump and sloping to the rear; no twists in the body but all lines perpendicular to the line of scrimmage. His head is back, his chin is out and his eyes are up and ahead. The center uses the same stance except that his back is more nearly parallel to the ground and his head is down. Good position aids in keeping the body under control and the legs set to be of the great use they are to a football lineman.

Charging Technique

A GOOD charge for the first yard or two is more important than beyond. On bucks, contact must be made with the opponent low and hard to carry him back, thus making the defensive lineman a screen in front of the men backing up the line. When blocking calls for the linemen on defense to be split or turned aside, a back should precede the ball-carrier through the hole. Most of the blocking

A GRADUATE of Iowa State College, Richard Barker began coaching at Ames. Later he went to the University of Michigan as wrestling coach and assistant football coach. For the last few years he has been head football coach at Cornell College. He has had unusual success as a wrestling coach, and his football teams have always merited the respect of their opponents. His 1933 squad at Cornell is small, but the presence of some strong individual performers may be expected to carry the team through to a successful season. This article on "Offensive Line Play" by Mr. Barker may be read in conjunction with Mr. Godfrey's article on defensive play. Written by experienced and successful college coaches, these two articles should prove helpful to both the beginning coach and the veteran.

on slant plays and sweeps should be done by securing position on the defensive man and drawing him into a hole. Otherwise a hard charge on these plays may carry the tackler back, and should he be a floater he will work himself in front of the play. It is better to draw him forward, get position on him and turn him behind the play with a pivot block. This is effective for the man remaining in the line when a team mate by his side pulls out for interference. The writer has always worked with a small squad and believes it saves the blocker to deflect a body in motion, such as a charging defensive man is.

In all blocks, the charge should be forward and then up, the charge being low until contact is made. Then a lift should be added to the drive. To lift and stay with the man, the lineman should let his legs do the work. His feet should be kept apart to maintain balance and to take up any ground given by the body he is blocking. Leaning linemen are of no value. If their support is taken away, they fall on their faces. It takes much work to teach a man to keep his legs under him and have control of his body. Wrestling is a great aid in teaching these things. Whenever a blocker slips down on his opponent, he should go no farther than to his hands and feet. From this position he is able to keep his body between his man and the ball-carrier.

Using a block and staying on the feet calls for a shoulder block. Contact is made with the shoulder, upper arm and head, the head always between the opponent and the ball-carrier. The knees should be ready to hook the man when the shoulder slips off. When contact is made, the shoulder should be pushed up and into the opponent to prevent the "knocked-down" shoulder.

Forming Interference

ON almost all plays except bucks, one or more men pull out to form interference. A good position is required to do this fast and to be of value. The swing back and start are one co-ordinated motion. A pivot is made on the foot away from the direction in which the man is going. The body is pivoted at least 90 degrees, and the foot moved back is the one the drive is made from. It is here the smoothness of the pull out may be broken if the foot, and then the body, is moved. The body is kept low through this move and comes up as the blocker gets under way. In plays in which the blocker meets his assignment quickly, the low position should be retained. This is often the case when protecting on passes. When a lineman joins the interference, his blocking is in the open and the angle or cross-body block is needed.

On some plays the man leaving the line may be given the option of pulling out or of going through for the secondary. This plan is effective when he is assigned the same man either way he may elect to go. When mass interference is being bottled up, the blocker may try going through. Going both ways may be effective on the defense.

General Suggestions

PUNT blocking is a matter of holding ground. The linemen do not charge but rather form a wall, with each man responsible for the hole between him and the man nearer center. One man moving forward or giving ground creates a hole in this wall that an opponent may slip through.

The kind of offensive a team uses will determine the blocks used by the linemen. The blocker must always see his opponent, have position on him and keep digging when contact is secured, making what may be called second effort. All linemen should know which back will have the ball and the time it takes to arrive at the hole in the line, because the timing of blocks is as important as making them. Every team has a lineman who is down on punts faster than the others and yet has done his work before leaving the line. That man has better timing than others. When a team meets opponents with line floaters, the quarterback can ease the work of the line by using check plays on the floaters.

Lunging, ducking the head, closing the eyes, keeping the feet too close together, tail blocking and being unable to control his own body weight or to change direction quickly are the worst faults of offensive linemen.

Legal and Illegal Blocking, and Forward Pass Interference

THERE was held recently in the city of Columbus, Ohio, a meeting of some four hundred high school and college football coaches and officials. The meeting was under the auspices of the Ohio Association of Football Officials. Mr. H. R. Townsend, Commissioner of the Ohio High School Athletic Association, Mr. L. W. St. John, Director of Athletics at Ohio State University, and the officers and members of the Ohio Intercollegiate and the Buckeye Intercollegiate conferences co-operated with the Ohio officials in making the meeting a success.

At this meeting, Mr. E. R. Godfrey, line coach, and Mr. Floyd Stahl, assistant coach, at Ohio State University, with the assistance of some of the Ohio State athletes demonstrated various phases of legal and illegal blocks, as well as interference on forward pass plays. The demonstration was so well done that the Editor felt that it might be of value to officials and coaches in other sections of the country if they could have before them pictures illustrating some of the points in question. Consequently, with the assistance of the Department of Athletics of Ohio State University, *THE ATHLETIC JOURNAL* is able to present herewith the various illustrations.—Editor's Note.

Illustration 1 shows a legal shoulder block, demonstrated by the player in the dark jersey. Both hands of the offensive man are on the ground to enable him to keep his balance and to help him in continuing his charge. This is a style of blocking that is very effective and is one that practically any boy who has lineman qualifications can learn.

In Illustration 2 the block shown is illegal since the blocker (in the dark jersey) is using one arm, the right, as a means of helping him to control the charge of his opponent. The officials, of course, realize that a man in the line may violate the rule regarding the use of hands and arms without holding with his hand. This illegal block should be called by the umpire even though the arm is used as a means of helping the blocker to maintain contact for but a moment.

Illustration 3 shows a legal side body block, demonstrated by the player in the dark jersey. The hands are on the ground and the knee is used in blocking the opponent. However, the hands are in no way being used as a means of aiding the offensive lineman to keep contact.

Illustration 4 indicates that the blocker may go from a legal to an illegal side body block. This block is not always detected, but when detected it should be penalized.

Illustration 5 shows a different form of illegal side body block. The arm of the blocker, the player in the dark jersey, is extended in such a way as to aid him. The pictures, this one included, may give the impression that various positions in which the camera shows the blocks being made are held indefinitely. Therefore, it is well to remember that an offensive lineman blocking in the line goes very rapidly from one movement or position to another.

Illustration 6 shows an illegal use of the hands by the player in the dark jersey just before a legal shoulder block is made. Whenever this block is used, of course it is done intentionally. While the rules do not attempt to deal with the intent of the players, something may be said for the lad who in the early season now and then forgets and grasps an opponent when trying to impede his progress. This kind of block, however, can never be overlooked.

Illustration 7 demonstrates both a legal and an illegal block. One of the men in dark jerseys is blocking legally, as he has both hands on the ground, but the other is illegally hooking the opponent's leg with his left arm.

Illustration 8 shows a legal use of the arms. Note that the hands and arms of the man in the dark jersey are close to his body.







Illustration 9 shows an illegal block by the player in the dark jersey. The blocker has not kept his arms against his body; consequently, this is an illegal use of the arms. Sometimes a man who starts with this block immediately pulls his arms in close to his body; thus making his block legal in the last stages but illegal at the moment of making contact.



Illustration 10 shows the illegal use of hands and arms by a line-man (in the dark jersey) who is blocking for punts or passes. In this instance, the man on offense is attempting to throw his opponent back with a lifting motion of his arms. This, of course, should be penalized.



Illustration 11 is intended to show the legal use of the hands on an opponent's head to ward off the charge. Note that there is no attempt on the part of the defensive man (in the dark jersey) to strike his opponent with the heels of the hands.

Illustration 12, however, shows the illegal use of the hands on an opponent's head; the defensive man (in the dark jersey) has struck with the heels of his hands. The point of differentiation is this: in the latter case the man on defense has struck with his hands, and in the former he has used his hands in an attempt to push his opponent to one side, thus diverting his charge.

Illustration 13 also shows the legal use of the hands on the part of the defensive lineman in the dark jersey.

Illustration 14 shows the illegal use of an arm. The right arm of the man in the dark jersey is being used as a means of lifting the opponent legally, but the left hand is about to be used illegally in striking across the opponent's face to help in straightening him up.

Illustrations 15 and 16 show a blocker (in the dark jersey) using his arms to ward off a defensive man. Illustration 15 shows the start of the illegal use of the arm and 16 the finish. The man in the white jersey is, of course, on defense.

Illustration 17 shows a legal block by a defensive man (in the white jersey) on an end or halfback who is eligible for a pass. As long as an end or wing halfback makes no attempt to free himself by changing his course, this block as illustrated is legal.





Illustration 18 shows how the block shown in Illustration 17 may become illegal. Here the offensive man has indicated his course, and although his opponent in white may not be grasping him with his fingers, nevertheless he is holding illegally. This form of blocking should be penalized on either passes or punts.

Illustration 19 shows illegal interference with the snapper-back by the defensive man in the dark jersey.

Illustration 20 demonstrates a legal block. It is legal because the blocker (in the white jersey) makes instant contact with his opponent as his feet leave the ground.

In Illustration 21, however, the block is illegal because, as illustrated in this picture, it is impossible for the blocker to make instant contact.

The remaining eight illustrations deal with the forward pass.

Illustration 22 demonstrates the manner in which a defensive man (in the white jersey) might interfere with an eligible receiver to prevent him from getting into open territory to receive a pass.

Illustration 23 shows defensive interference by the player in the white jersey. Note that the defensive man has placed one hand on his opponent's shoulder. This, of course, is illegal even though the defensive man's right hand may be on the ball.

In Illustration 24, there is no contact, as both the offensive and the defensive man are attempting to play the ball.

Illustration 25 shows both men attempting to play the ball; consequently neither has fouled. From the side lines this very often looks like a foul, and if the eligible offensive man (in the dark jersey) does not secure the ball, spectators on his side of the field are pretty apt to feel that the field judge missed the play by not calling interference. When a play such as this occurs, it is evident that a field judge cannot call the play correctly unless he is off to one side or in front of the receivers.

Illustration 26 shows a legal defensive play; that is, it is legal if the defensive man (in the white jersey) does not interfere with his opponent before the latter has touched the ball. He of course has a right to tackle the receiver after the pass has been completed. Apparently, in this picture the pass has been completed before the tackle.



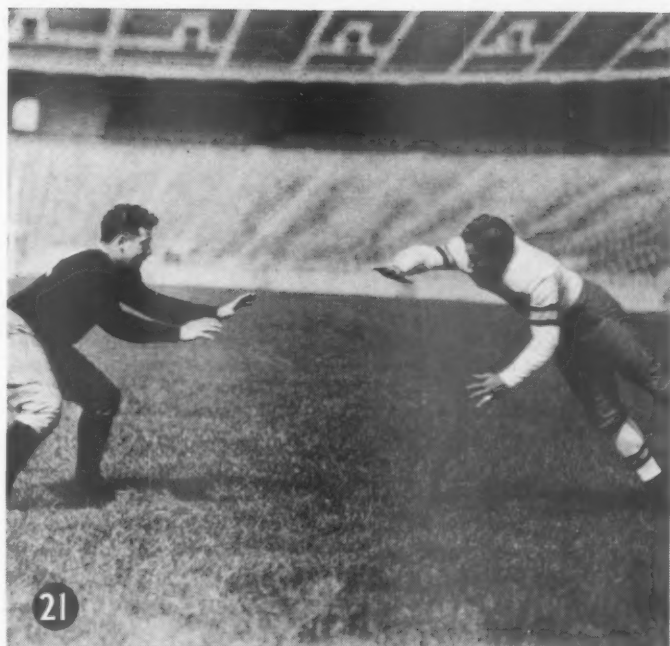




Illustration 27 shows an illegal play on the part of the defensive man (in the white jersey) who has made no attempt to play the ball but has struck across the receiver's arms before the ball has touched his hands. Note the distinction between situations shown in this picture and in Illustration 26.

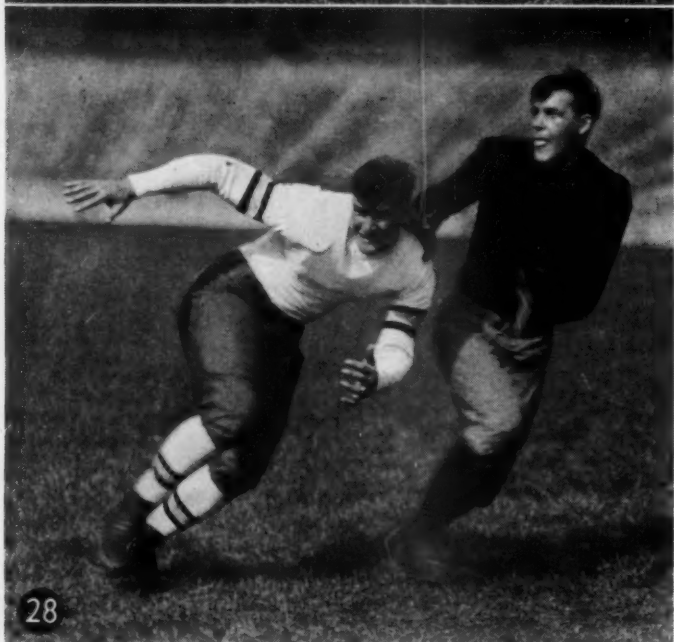


Illustration 28 shows offensive interference. The eligible receiver (in the dark jersey) is holding a defensive man who is trying to catch a pass that is dropping short.



In Illustration 29, the receiver has run into or "hipped" a defensive man before making a catch. This should be called as offensive interference. A still picture, of course, cannot show clearly time intervals. After the ball has been caught, the receiver should not be penalized for bumping an opponent.

Interference on forward passes is the most difficult rule that the officials have to pass upon. Men who have worked for a number of years in basketball games should be especially well-qualified to judge these plays. The important thing to be considered is always whether or not the men played each other or played the ball.

NOTE—One additional copy of these twenty-nine illustrations, suitable for posting on gymnasium bulletin boards, may be secured without cost to subscribers by addressing THE ATHLETIC JOURNAL.



J. Craig Ruby

Crowding Around the Center Jump

By J. Craig Ruby
Basketball Coach, University of Illinois

AMONG the arguments advanced by those coaches who favor the elimination of the center jump from basketball is that much crowding and consequent fouling occur near the center ring at the time of the jump. In some sections of the country it is frequently necessary for the official to stop the game to settle position disputes between players. All coaches will agree that this is a part of the game which should be eliminated. But the question is whether action should be taken by the Rules Committee or by the coaches themselves.

To the writer, this situation seems to be entirely a coaching problem and requires no rule change. The responsibility rests with the coach whose center is controlling the tip in that particular game. Furthermore, this coach will improve the scoring possibilities of his team by the same tactics which prevent crowding. He has everything to gain and nothing to lose.

First, let us consider what is meant by "crowding at the center jump." Diagram 1 shows an extreme example of crowding at the time the ball is thrown up by the official. Almost as bad a case of crowding occurs when E, the guard on the letter team, and 5, the guard on the numeral team, line up closer to their respective defensive baskets. The instant before the ball is tossed by the referee, the four pairs of opponents begin pushing to get a position of advantage. Just after the ball has been tipped, further pushing occurs by the men on the side to which the ball is coming. Of course, this pushing many times is only minor, but an officiating decision is involved nevertheless. Furthermore, the official or officials are not in proper positions to make these decisions because one is tossing the ball and the other has a poor line of sight of the men on the other side

of the circle. The best that may be said is that it is a difficult officiating problem.

Suppose that the numeral team is controlling the tip. The men are certainly in poor position to operate any good scoring plays because all of them are so far from the basket that some opponent is almost certain to recover and stop the play. Surely,

a team which has a center who can control the tip in a game should be equipped by the coach to score on a definite play if the opportunity presents itself.

Then, too, such a situation as indicated is poor for ball possession. On a tip from No. 3 to 1 in Diagram 1, either A or E can intercept. Any other possible tip can be intercepted by two opponents, also.

Let us summarize the Diagram 1 situation. It may be seen that the objectionable crowding and fouling are very likely to occur; that scoring possibilities for the controlling team are poor; and that the chances for interception of the tip by the opponents are great because of the close proximity of those opponents.

Diagram 2 shows a formation which is to the advantage of the numeral or controlling team. The letter team is in a formation which is frequently used against this formation. It will be obvious that the crowding about the center circle is eliminated simply because the controlling team has taken up these spread positions. Fouling and game delay, caused by crowding, will not occur. If the men of the team which is gaining the tip will stay at least fifteen feet from the center circle, the offensive threat will be so great that the defensive team must stay with them away from the circle. Thus, the crowding around the center situation is immediately eliminated.

The controlling team does not "pay any price" for eliminating this trouble. Instead, it gains two advantages. First, scoring plays may be operated with real success. In Diagram 2, the position of forwards 1 and 2 make possible many plays consisting of the tip from the center, a pass, and a short shot at the basket. Screen plays may also be used to advantage. The history of center play in bas-

ketball will show that more great scoring center play teams have used this formation, or some variation of it, than any other.

Second, this formation increases the possibility of getting possession of the ball. If the letter team is employing the defense shown in Diagram 2, No. 3 can tip wide to 1 and eventually draw B out of position. As soon as B has moved to intercept the tip to 1, the tip may be made to 2. Likewise, tips may be made to 4 and 5. Proper signal calling will prevent two letter team men having a chance of interception. So long as the numeral team makes it impossible for more than one of the opponents to intercept the tip, the ball will be lost infrequently. Thus, the chances of ball possession are increased.

Diagram 3 shows another formation

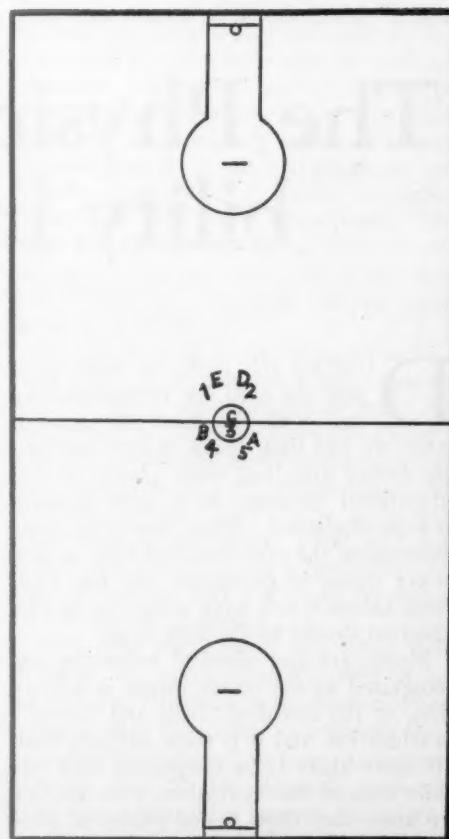


Diagram 1

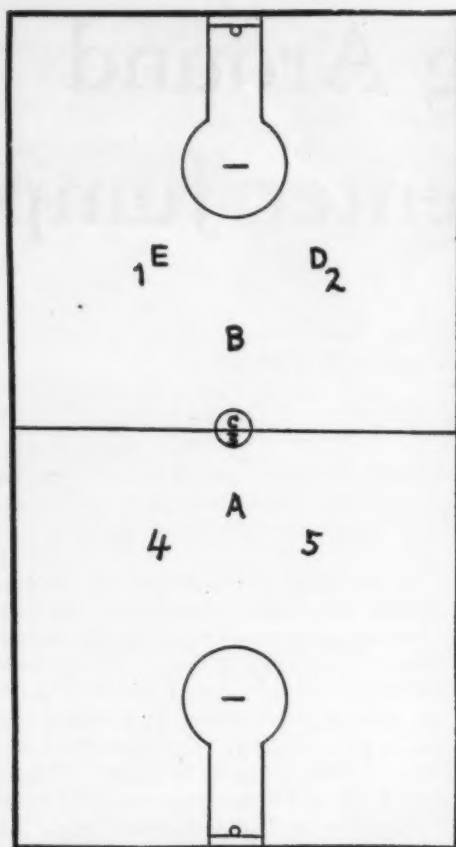


Diagram 2

which accomplishes the same purpose as that shown in Diagram 2. The University of Illinois team has employed this formation for the past two years with excellent results. No. 2 should be a large man who

plays the pivot post position on all plays except when he himself gets the tip; Nos. 1 and 4 should be fast; and 5 is preferably a large man. The letter or defensive men are placed in the positions where most of our Western Conference opponents have played their men.

Again center crowding is prevented by the spread position taken by the numeral team. In the two years Illinois has used this formation while gaining the tip, no official has ever stopped the game to settle position disputes between players at the time of the jump. Likewise, little fouling has taken place directly outside the center ring.

Fine opportunities for scoring plays are offered by this formation. The dotted lines indicate possible tip directions. Lateral possession of the ball tips to Nos. 1 and 4 cause E and B to draw close to the center line and make the diagonal tips conducive to scoring plays. Likewise, tips to No. 2 make it possible for this player to feed to darting men, 1 and 4.

On the other hand, possession of the ball tips are very certain. If No. 3 will tip away from D, No. 2 can always get the ball provided sufficient tips to Nos. 1 and 4 have preceded. A tip diagonally backward is extremely safe if No. 5 crowds forward and screens A in such a way that either Nos. 1 or 4 can recover the ball.

In conclusion, may we say it is hoped that these diagrams and this discussion will illustrate that the objectionable fouling caused by crowding around the center circle at the time of the jump can be eliminated by coaches of the controlling team

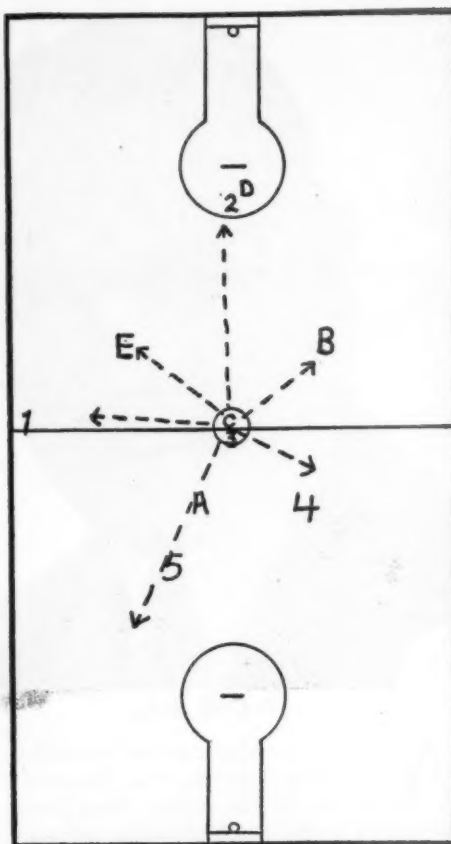


Diagram 3

by using spread center formations. At the same time, this controlling team will gain better opportunities for definite scoring center plays and will secure the ball a higher percentage of the time.

The Physical Director's Responsibility in the Present Crisis

By G. S. Lowman
University of Wisconsin

DURING this period of depression and the need for retrenchments, and with the great cry against taxes, we find that school budgets are being slashed and that many phases of the educational program have been reduced or even eliminated. School boards are recommending the elimination of some of the newer things in education, and feel that those things which have come last in the program should be the first to go.

Music, art and physical education are recognized as the newer things in education, or the so-called "frills and fancies" in education, and it is these subjects that are more likely to be eliminated than the older ones of the curriculum, even though we know that these newer phases of education have been thought out in relation to the needs of the children of this cen-

tury, and contribute much more toward a happy and complete life than any of the earlier classics or the older or traditional subjects of the curriculum.

In a great many schools the physical education budget has already taken its cut, and in some instances the program has been eliminated entirely. There has been retrenchment, too, in state supervision in this field, and in the elimination of special supervisors in our larger cities.

In view of the fact that health and physical education activities may expect further attacks during the coming year, it seems to me that those of us in our profession should be particularly alert to support and furnish concrete evidence to justify the program. We must be able to show some tangible evidence or objective results through our programs, not only in

relation to the needs of the school group but to the needs of the entire community as well. We have talked much about the values and outcomes of our program. Now is the time that we shall have to prove them if we expect to maintain our place in the reconstructed program.

We must be able to show conclusively that our program of activities contributes definitely to health and to the maintenance of health, which is the first cardinal principle in education. We should be able to prove without a doubt that a regular course of physical training gives greater strength and efficiency to the body and improves its nutritive condition. We must be able to support the statement that the better developed physically a boy or girl is the more able he or she is in school work; that there is a direct relationship

between ability in physical tests and promotion or scholastic results.

We must be able to show that our program of activities has definite therapeutic or corrective values, and that a program of physical education, through wisely chosen types of physical activity, properly prescribed, can do much to counteract and remedy structural growth defects. We must show that, where attention is given to nominal posture correction and other growth defects early in the school life of the child, greater vital capacity, as well as improved body mechanics, can be obtained.

We must be able to show that our program of activities has a definite relationship to the development of the neuromuscular system, co-ordinations and fundamental skills. We must prove that neuromuscular co-ordination contributes much to general efficiency and satisfactions in life, and makes for controlled intelligent individuals. Neuromuscular development has much to do with proper posture, appearance, ease of movement, grace and poise; it has a definite relationship to the development of certain skills closely related to everyday life, such as walking, running and climbing. Further, neuromuscular skill development holds a definite relationship to leisure time activities through the development of proficiency in certain game skills, thus equipping the boy and girl for participation in after-school activities and contributing the element of satisfaction which makes for more constructive use of the leisure time period.

We must show that our program can be supported and is invaluable in the curriculum from the standpoint of certain definite ethical values—ethical values and outcomes through the creation of certain attitudes toward physical education activities, particularly play, and certain attitudes toward life situations themselves. Our program of activities should develop a desire to participate and to be active throughout life—the desire to enjoy activity for the sake of activity and the inner satisfaction. It should develop the desire to participate in physical activities because of the elements of achievements and success. It should develop a desire to experience the pleasure of doing things, and of doing them well, which leads to the development of certain definite hobbies in exercise, which in turn will gain for the individual greater satisfactions in life and will make him better fitted for the wholesome use of the ever increasing leisure time periods. These attitudes developed through play should create a spirit of altruism in relation to all life's situations.

Our program of activities must show definite ethical relationships to the development of standards of conduct through a broad wholesome program in athletics, sports and games. We must show objective evidence of the moral and social values which we claim as outcomes of this

program in sports. We must prove conclusively the value of physical education, sports and games to moral and social values in education. We must leave no room for doubt that all desirable forms of conduct and desirable habits that help to adjust the individual to his environment, and which develop the individual in desired traits of behavior, largely arise out of participation in a broad program of sports and games. The burden of this responsibility is put right up to each of us as coach or director. It means proper leadership, right conduct situations in all games which will lead to the establishment of wholesome conducts of habit, which in turn will become life habits. The leader in charge must be a living example of those things which he claims for his program.

While our program should at all times extend to the whole community, yet in this particular period of stress we can be of greater service than ever before. The morale of many homes has been affected through voluntary or enforced leisure. Many members of the community, through lack of employment, become depressed. Morale must be maintained. This leisure imposed against the will of the individual is a leisure of hopelessness and helplessness unless society can offer a constructive program during this period of distress. Here is a real opportunity for the physical director and his program to be of real service to the community!

While it is true that physical education has not suffered as much as some of the other so-called "special" subjects, yet there are "signal dangers" ahead for the coming year, and we must all be prepared to do everything possible within our power to maintain the support of the school board for our program, and to maintain the progress which our profession has made during the past two decades. Everyone must be willing to help out in this emergency.

I do not believe that it is advisable for us to become panicky at this time and make too obvious our apprehension concerning the possibility of our program being reduced or eliminated. It is well, however, for us to be alert, and to sense at the earliest possible moment any contemplated action concerning our field. The best way, no doubt, to save our field of activity is to be on the job at all times, to put over a good program, tie up the program with all community needs and interests, and make ourselves and our program so valuable to the community that there can be no justification for the elimination of this phase of the curriculum.

As we mentioned above, while it might not be advisable to make too obvious our apprehension concerning this field, yet we must be alert and ready for any emergency with a campaign of action to save the situation. Of course, it is best to remain quiet, give extra time, keep our pro-

gram functioning for all needs and for all groups. It is well not to seek publicity, but, should it become necessary, have our publicity and organization campaign ready to bring public opinion and pressure in our favor. If our program has been of service to all groups, then we may call upon the people to defend our work. Public opinion may save the situation.

In the past, possibly, physical directors have not recognized as fully as they should that their program holds a definite relationship to the whole community, and that the community looks upon the physical director as a leader in all community interests. Possibly the physical director has isolated himself too much and has not been conscientious concerning the amount of time that he has given to his program. If this has been true, then of course we cannot expect that he has sold his program to the superintendent or school board, and, least of all, to the community.

We must awaken to our responsibilities in relation to both the school and community, and even to the profession itself. We must make community contacts. Our programs must be so set up that they will serve not only the school but all groups. Where this is done, the community will rally to the support of the program. The physical director must have a host of friends in the community. Many situations have been saved when the physical director has been able to rally friends and influential leaders.

In this period of stress, more than ever before, it is most essential that we identify ourselves with the community. This may be done by being willing to assist in the promotion of community-wide recreational programs. We must identify ourselves with the unemployment situation and make our program felt there. We must promote play days and festivals, assist the different seasonal celebrations—be something more than just a school man! We must never refuse, or be too busy, to help in any local movement. We must save our program by tying it up with the many community interests.

At this particular time we need the support of all the various local organizations, and the state organizations as well. So we should be willing to serve the Parent-Teacher Association and the various other local organizations. We should make and maintain contacts among the state and local organizations closely allied with our field. We should be of some service to these groups so that they may be rallied to our support if needed.

As a final word, let us say again that possibly the most effective method of maintaining our place in the reconstructed program is to give more of ourselves than we ever have done before to our programs, showing tangible or objective evidence that this program is meeting a definite need in the life of the child and in the gen-

(Continued on page 47)

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JOHN L. GRIFFITH, Editor

Why an Athletic Journal?

THE ATHLETIC JOURNAL is starting its fourteenth year this fall. It was created for the following very definite purposes: first, to attempt to improve physical education and athletics in the educational institutions of this country and, second, to assist in dignifying athletic coaching as a profession.

THE ATHLETIC JOURNAL does not recognize that any barriers exist between athletics as conducted by the school men in the secondary institutions and athletics as administered by college men. High school educators are solicitous that college athletics be conducted properly, because college athletes of today were the high school athletes of yesterday. High school principals and coaches do not lose interest in their boys when they have been graduated. On the other hand, the college men like to know that incoming freshmen athletes have been properly trained during their high school days and that they have been taught to respect the amateur and sportsman's code.

For thirteen years both college and high school coaches have been reading THE ATHLETIC JOURNAL. We believe that the high school coaches want to know what their brothers in the colleges are doing and we know that the college coaches, while they have no desire to interfere with the athletics that are being so ably administered by school men, are still interested in the progress and development of school boy athletics. We trust that THE ATHLETIC JOURNAL has in a small way at least helped to cement friendly relationships between the colleges and high schools.

Health and Physical Education

PROFESSOR GUY S. LOWMAN of the University of Wisconsin presents in this issue of THE ATHLETIC JOURNAL an article that should be, and doubtless will be, read by the majority of the school and college physical directors and athletic coaches.

He suggests that we must be able to support and furnish concrete evidence to justify our programs. From time to time in this magazine we have pre-

sented the results of studies that have been made along these various lines. There is an abundance of factual proof to support the claim that a proper course of physical training gives greater strength and efficiency to the body and improves nutritive condition. Also, there is ample evidence to support the statement that there is a correlation between good health and satisfactory scholastic achievement.

It is not difficult to show that through wisely chosen types of physical activity properly prescribed much may be done to counteract and remedy structural growth defects. It is more difficult to prove that neuromuscular co-ordination contributes much to general efficiency, satisfactions in life, and makes for controlled, intelligent individuals. At the same time, it is hardly necessary to present proof in support of this claim to any reasonable educator or taxpayer.

While we all believe that there are ethical values to be attained by and through certain attitudes developed in play, attitudes which may be reflected later toward life situations, yet there are some who will challenge us to produce proof for this statement. Whether or not scientific proof is at hand, we all are convinced that it would not be wise to develop undesirable attitudes in connection with the boy's play life for fear that later he might tend to reflect unsocial tendencies. If there is danger that there may be a carry-over of undesirable qualities and attitudes, then it is reasonable to suggest that there perhaps are some carry-over values in terms of desirable attitudes developed in play situations.

Physical education and athletics are now being asked to prove their right for existence in the educational programs. It would be much more difficult for certain of the academic subjects to prove that they accomplish desirable educational aims and objectives. At the same time, we should readily accept the challenge. Every physical educator can, after having studied his own field in his own community, prepare adequate irrefutable evidence to support his claims.

Perhaps in some fields a great deal of time has been wasted in the preparation of statistical charts. This is not true of the field of physical education. THE ATHLETIC JOURNAL will gladly publish the results of any valid studies that may be submitted by its readers. The athletic coaches and the physical educators are on the firing line; consequently, we should not hesitate to justify the programs which are serving the needs so abundantly of twentieth century children.

In this connection, one frequently reads in the papers that this or that school in an attempt to effect economies has curtailed inter-institutional athletics. This statement is generally not only misleading but incorrect. It is incorrect because in fully 95 per cent of the schools and colleges of America the coaches are members of their faculties, and in most cases they do a fair share of academic teaching in addition to the work that is done on the athletic field and in the gymnasium. It is incorrect, further, because in almost all of the educational institutions the interscholastic and intercollegiate athletic programs have been and still are being

financed from gate receipts. The Chicago school board during the past summer announced drastic cuts in health and physical education and athletics in the elementary and high schools. Later, it was found that practically all of the coaches in the secondary schools were regular members of the faculty, carrying a heavy load of teaching in addition to their coaching. It was found further that the annual expenditure of the school board for athletic equipment approximated only \$7,000. In other words, athletics in the high schools of Chicago were not supported to any great extent by school funds. This means that interscholastic athletics in Chicago will go on this year just about as formerly. The curtailment, however, has been made in health and physical education in the elementary schools.

May we repeat what we have said before, that this depression in its relation to education in the schools and colleges of America will affect primarily not the highly organized athletics but the health and physical well-being of the children and young people who are not engaged in competitive athletics. It is of these that we should be thinking.

Taxes on Admissions and on Athletic Equipment

WHILE most of the taxes which are now being levied are against those in the so-called upper brackets (taxes on stock exchanges, automobiles, incomes, etc.), the taxes levied on admissions and on athletic equipment so far as the schools and colleges are concerned, in the last analysis, are burdens imposed on the children of the poor.

When the Congress first imposed these taxes, the wise men in Washington apparently were laboring under the delusion that all college and high school football games brought in huge sums of money. They did not know that the profits from football in the fat years, with the possible exception of fifteen or twenty of the larger universities, were never large enough to more than finance the school and college athletic programs. Neither apparently did they realize that in the last analysis the burden would fall on the boys who were playing the games.

When football and other athletic receipts were adequate, the schools and colleges were able to provide equipment for their undergraduates who engaged in inter-institutional athletics. Because of the decrease in revenue and also because of the tax on equipment and on admissions, the educational institutions have been forced to curtail their expenditures for athletic goods. There will be approximately as many school and college boys engaged in inter-institutional athletics this year as there were in 1927 or in 1928. This means, then, that a great many of these lads will enter the contests either poorly equipped or with equipment which they have been forced to purchase themselves.

It was not enough for the Federal Government to tax the school boys of this country. Now certain states have likewise imposed an admissions and equipment tax on athletics.

The school and college students are not organized,

and consequently they have no way of presenting their plight to state and Federal legislatures. If, however, school principals and coaches and athletic administrators in the colleges and public schools were to take the trouble to make their wishes known to their governmental representatives, in due time undoubtedly these pernicious taxes would be removed.

No one can object to carrying his fair burden in these days when budgets must be balanced and when the follies of the past must be paid for. No reasonable man, however, should suggest that this burden should be imposed on school children.

The Death Rate

THE August statistical bulletin issued by the Metropolitan Life Insurance Company calls attention to the fact that, as based on the mortality tables in the office of this company, the July death rate was at the amazingly low figure of 7.4 deaths per thousand lives exposed to risk. The same bulletin shows that, while the expectation of life at birth in 1911-12 was 46.63 years, the expectation in years as figured at birth in 1932 was 58.80. In other words, the gain as of 1932 since 1911-12 was 12.17 years.

It is interesting to inquire concerning the phenomenon of increased longevity during the economic depression. Some are of the opinion that this has happened because of the prevailing depression. However, that is a moot question.

The American school and college coaches are concerned with matters pertaining to the mortality of athletes. The Eastwood and other studies made recently concerning football deaths indicate that many of the young athletes died as a result of ignorance or neglect. It is quite generally recognized that youth itself is a hazard and that there will be every year a great many unfortunate accidents, some of which result in death, among the youths of school age. We should be cautious about assuming that if boys did not play football the mortality rate from accidents, as applied to young men of this age limit, would decrease.

On the other hand, we can hardly offer any reasonable defense if each year a number of boys who are playing football lose their lives as a result of their own ignorance or the ignorance and neglect on the part of those who are responsible for their care and supervision.

With this in mind, the National Collegiate Athletic Association has prepared a handbook on the prevention and care of athletic injuries. The work was done by Dr. Edward Fauver of Wesleyan University (Connecticut), Dr. Augustus Thorndyke, Jr., of Harvard University and Dr. Joseph E. Raycroft of Princeton University. If all of the school and college coaches were to read this book and to follow the advice which it contains, it is safe to state that the chances for football fatalities this season would be appreciably lessened. The book has been printed by the Princeton University Press under the auspices of the National Collegiate Athletic Association.

High School Football Problems

By H. K. Long

I HAVE spent eighteen years coaching high school teams, twelve of these years in the Chicago Suburban Conference. This league has bought out many coaches of national fame, among them Zuppke and Thistlethwaite. The league schools are all large and J. Sterling Morton, where I spent ten years, is the largest, having 7,000 students. However, when the referee blows his whistle there are only twenty-two boys on the field and the small school may have the better eleven.

It is possible to have spring practice in these large schools and it is in the spring, when there is no strain or worry over the next game, that a great deal of teaching is accomplished. For, after all, it is the development of individual skill and technique that forms the basis of every team. When the squad is large, efficiency requires the services of several coaches. Last year we had 250 boys and a dozen coaches. These boys were on five different squads but all under the same system. The advantage in this uniformity is that the varsity, which is the pick of all squads, receives players already familiar with the basic plays and signals. There is, of course, a great deal of repetition for them, but it is this very repetition that develops the best teamwork and smoothness in play. We used the Notre Dame system and through this constant repetition developed a smooth and rhythmic footwork equal to that of the boys from South Bend. Now, I do not claim the Rockne system is the best, because football statistics show a number of systems are successful; but I do advise every coach to have a system and stick to it.

When you read this article, the 1933 season will be under way. Half of you will be patting yourselves on the back and seeing another good season ahead. The other half will be putting a few alibis into circulation and secretly wondering what you can do to improve the situation. Those of you who have won your games I cannot assist as easily as the losers, because you are quite sure that you have done your work well, as you probably have. If you are not entirely satisfied, rest assured the team is and the town folks are, and that creates a difficult teaching situation. My advice to you is to be careful and work all the harder, because you may be in for trouble from some unexpected source—probably from some second rate team that becomes suddenly inspired.

To you who are losing, I say stick to your guns. Your system is good, even though you may have to modify it. Perhaps your guards are slow in leading your

interference and need extra drill, or your backs may be failing to take out the end. There are probably many things wrong, but not your system. Don't go "haywire." Keep your balance and your temper. Remember you are dealing with youngsters and that each one is different. One you pat on the back, and one on the seat of the pants. Perhaps your defense is good, but your offensive strategy is weak.

What of your kicker? He is one of your greatest assets. He can gain yards for you and lose them more easily than anyone else on the team. I well remember my early experience with Eddie Mahan under the late Percy Houghton of Harvard. I was only a sub in that memorable

THE author of this article, Mr. H. K. Long, has a successful record as a secondary school coach of football, basketball, baseball and track. Although a native of Iowa, he attended the Francis W. Parker High School in Chicago, Ill. He received his B.P.E. degree from the International Y. M. C. A. College at Springfield, Massachusetts, in 1916. His first coaching experience was with the Bordentown Military Institute, New Jersey, and the Scarborough School, New York. Then followed several months with the United States Marine Flying Corps. St. Luke's School, Wayne, Pennsylvania, was his last assignment in the East. In 1920, he returned to the Middle West to the North Shore Country Day School at Winnetka, Illinois. In 1921, he began a ten-year tour of duty at J. Sterling Morton High School, Cicero, Illinois. This was followed by two years at Proviso High School of Maywood, Illinois. Mr. Long holds a B.S. degree from Northwestern University, granted in 1930.



H. K. Long

game; so I can talk freely. We, Springfield Y. M. C. A. College, Dr. McCurdy coaching, received. We had a good team, but no Mahan. However, we carried the ball down to midfield, where we lost it on downs. We punted poorly, and Harvard players returned the ball to their 40-yard line. Mr. Mahan dropped back and gave the ball a ride for 60 yards. There we were back on our own goal line, with the ball to be sure, but all tired out. We tried two plays without success, and then kicked. Harvard returned the ball to our 25-yard line where Charley Brickley made the first of his five field goals via the drop-kick route. Score, Harvard 3, Springfield 0, and the first quarter hardly under way. In desperation we received, whereas, we should have kicked off. Now, remember that Harvard had not run a play yet and that the men were hardly warmed up, while we were in a lather. Also remember, man for man we were their equal, excepting in toe skill. In fact, our center, George Cooper, was the best lineman on the field.

Now, the real way to end this anecdote is to tell how we braced and fought Harvard to a standstill and eventually put over the winning touchdown. The facts do not bear out this ending. Harvard proceeded as before. Mahan kicked, the Harvard line held and Brickley drop-kicked. The score was soon Harvard 15, Springfield 0, and the fresh Crimson players were streaming in to wear us down all the more. To give credit where credit is due, the final score was Harvard 40, Springfield 0. The present Springfield coach, Jack Rothaker, played in that game, and no doubt learned much. One always learns more in defeat. So, coach, if your kicker is not up to par, work with him. You cannot win consistently without a good kicker.

Perhaps you find you are getting the ball down the field to the 10-yard line but not getting it over. As every coach knows, the last ten yards are the hardest. It is often easier to score from the 25-yard line because the defense is spread out. I believe, therefore, in having something up my sleeve for those last ten yards. The play in Diagram 1 is a standard off-tackle smash and will work many times.

We were marching down the field using this play quite successfully against Evanston with Crabtree, later with Florida, carrying the ball. By the time we reached Evanston's 10-yard line, the defense was crowding in and overshifting, and the play was stopped. The reverse we used to score on fooled the Evanston players completely, because their left halfback was not

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expecting a pass in his zone. Note this play in Diagram 2.

Of course, the success of the play in Diagram 2 depends upon the timing and deception. It must look exactly like that in Diagram 1. The protecting guard must not come out too soon. The end must not get into the open too soon, and the pass must be accurate. The wing-back must step forward right and make a low left pivot. The pass to him must be hidden.

A scoring play of the brute force type, one that worked twice in one day against Oak Park High School, is shown in Diagram 3. I always placed my two best linemen shoulder to shoulder somewhere in this ten-man line. If this formation is sprung on a team unexpectedly by a quick shift, the chances are that there will be a hole somewhere in the defense. It is up to the ball-carrier to see this hole in advance and then make for it at top speed. The play worked for me. Try it out and see how you like it.

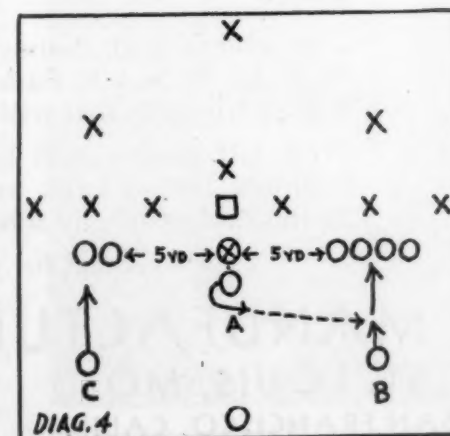
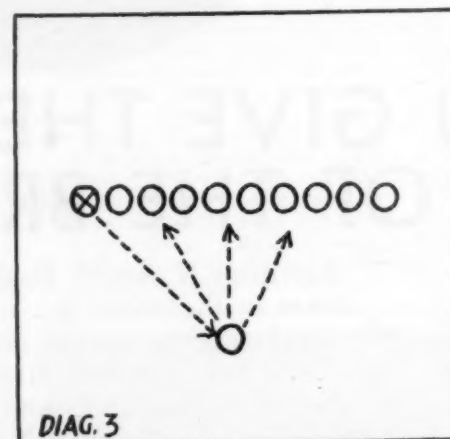
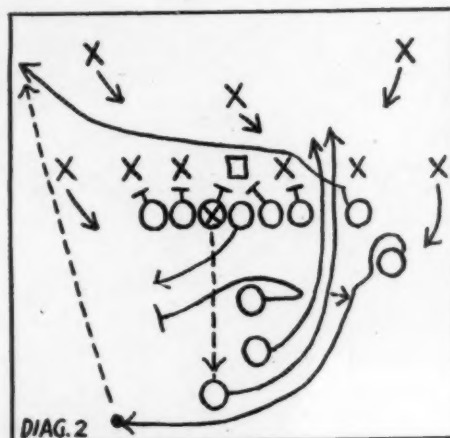
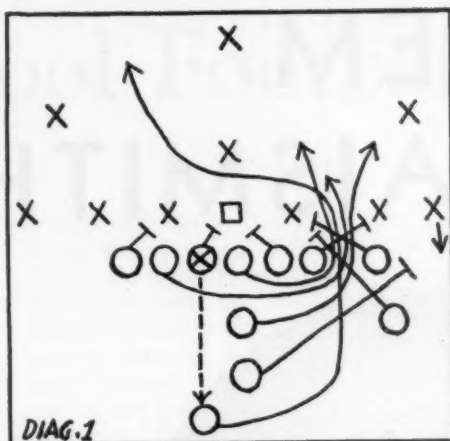
The play shown in Diagram 4 worked when the defensive players were asleep. They did not realize that we had shifted four men to the right and two to the left; hence their defense was balanced. My four best linemen were shoulder to shoulder, whereas some of their best men were completely out of the play. In this play, quarterback A receives the ball from center, pivots left, faking a pass to C and passing to B. Halfback B receives the ball on the dead run and hits into the line. I have seen this play work because the defense failed to organize in time to stop its power.

You probably have a left-handed passer. Can he pass? If he can, develop him, because he has many opportunities in a game that give him a decided advantage over a right-handed passer.

Did you ever try the running kick? I have used it repeatedly with success. Start an end run with special emphasis on the opposing tackle and end so they will not crowd it. Nine times out of ten the opposing defensive backs will come in, especially if you have had some previous success with end runs. As they draw in, kick the ball end over end and low. Place the kick either to the right or left of the defensive quarterback. Crabtree was a master of this kick and often gained eighty yards with it. He told me he used it successfully at Florida under Bachman.

Double and triple passes, hidden ball plays and plays of that general category remind me of a certain Rockne play against the Army. The score was 0 to 0 and the game drawing to a close. All of a sudden a Notre Dame back broke loose and ran fifty yards for a touchdown. You know the rest of the story and how Rock told the swarming reporters it was just the old skin tackle play that had been used all afternoon, except that it worked. Every play is a touchdown play if it works.

Pat Holmes, the Oak Park High School



coach, has an off-tackle power play that is known to all of his opponents. It is hard to stop. I used Al Kawal, now at Northwestern, as a floating guard. When he saw the play coming, he went for it. He stopped it all but four times, and each time he missed Oak Park scored. Final score: Oak Park 28, Morton 14.

For the young coach I would like to give a few suggestions.

1. Don't abuse your players! Keep their respect.

2. Don't work them to death. The game is the time for their maximum effort.

3. A fresh man is better than a tired one. Use your substitutes.

4. Don't have too many plays. A few well-drilled are far better.

5. Don't talk to the officials. It looks like an alibi.

In every football book you have read, in every coaching school you have attended, special emphasis has been placed upon fundamentals. Your team must know how to block and tackle. A player that cannot block or tackle may sometimes be used as a specialist on certain occasions, but a real football player can block and tackle regardless of his size.

An excellent type of football is being played among the twelve junior colleges of Mississippi, according to Athletic Director J. I. Hurst of Southwest Mississippi Junior College at Summit. Director Hurst looks forward to a successful football season, as his team will be heavier this year than last.

BASKETBALL is the big sport and carries football and other sports in his section of the country, according to C. V. Johnson of Canda, North Dakota. Although athletics must support themselves at Canda, basketball attendance has been so satisfactory that it has not been necessary to make a cut in the athletic program.

BECAUSE of drought in the southwestern section of the country, L. B. Field, coach of football and basketball at Panhandle A. and M. College of Goodwell, Oklahoma, anticipates a falling off in attendance this fall. P. B. Noah, former Athletic Director of this institution, has entered business, while J. L. Dykes, formerly of Cordell, Oklahoma, Christian College, is the new Director of Athletics.

MARSHALL L. SHEARER, recently appointed head coach at New River State College, Montgomery, West Virginia, reports increased emphasis upon intramural athletics in his section of the country. Coach Shearer may be remembered as playing right guard on the great Center College team which created a nationwide sensation by defeating Harvard University over a decade ago.

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should recognize its wisdom

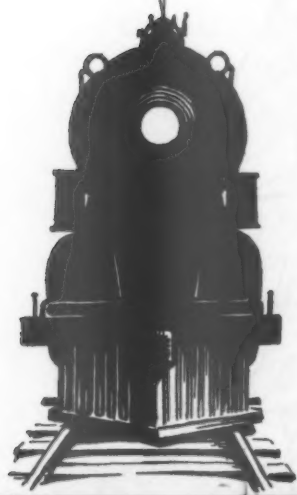
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Helpful Hints on How to Improve Your Golf Game

By Ted Payseur

Golf Coach, Northwestern University

IN my first article in this series I discussed the golf stance or the position of the player with respect to the ball on the tee and through the fairway. In this article I hope to clarify in the mind of the reader the importance of getting a clear mental picture of what his golf swing should be and how to develop a smooth rhythmic swing. In other words, I am going to try to establish in your mind what I consider "the most important theme song" in the game of golf, and that is *learn to swing and not to hit*.

How many times have you witnessed great golf players step up to the ball with ease and confidence, take a smooth address to the ball and with a perfect swing hit it straight and far down the fairway? You marvel at the ease and grace with which the good golfer plays his shots. As he takes his swing, he seems to have freedom with his body, and the club seems to be part of his physical make-up. Then you try to imitate this player, and immediately you find that your muscles begin to tighten. You are afraid that you are too near or too far from the ball, that you will top the ball or hit inches behind it, that the ball will hook or slice. Numerous

other fears run through your mind. Why? Because you are trying to make a good shot by *hitting the ball*, whereas the better player has a good mental picture of *what his swing should be like*, and he knows that if his body co-ordinates with his golf swing the shot will take care of itself. In other words, he has learned to swing the club properly, and he knows that if he does swing the club correctly the club will have an opportunity of carrying out the duties that it is supposed to accomplish. So before I go into detail as to what makes up the rhythmic golf swing (and if the reader does not get anything more than this one idea out of this series of articles I will consider it worth while), let us remember that we will *swing and not hit*.

The Golf-Swing Wagon Wheel

NOW, in order to get a good mental picture as to what your golf swing should look like, I would like to have you take as an illustration a large and old-fashioned wagon wheel, tilted obliquely on the ground as in Illustration 1. Let us imagine that you are the hub of the wheel, as indicated by the player in the illustration. The first thing that one should notice

from the illustration is the arc of the wheel, part of which in turn will be the arc of the club in its swing. The club-head travels back up along the rim of the wheel in its arc and the left arm acts as the continuation of the shaft of the golf club. Your left arm and the shaft of the club compose one *spoke* of the wheel. This left arm, or spoke, is tied at the shoulder, or the hub of the wheel. Therefore, to prevent the wheel from collapsing, you must keep the left arm fairly straight and in control of the club. That is why we hear so much concerning the straight left arm. It is the spoke of your golf-swing wheel. If your spoke collapses, your smooth arc is broken, and you are guessing as to whether or not you will get a good result with your shot.

The Stance and the Swing

IN my first article, I spoke of the importance of the proper stance. Now, the stance is responsible for the foundation of the hub of your wheel or your golfing body. You must stand firmly on both feet and not place all the weight on one foot, or have the weight of the body resting too much on either the balls of the feet or the



Illustration 1

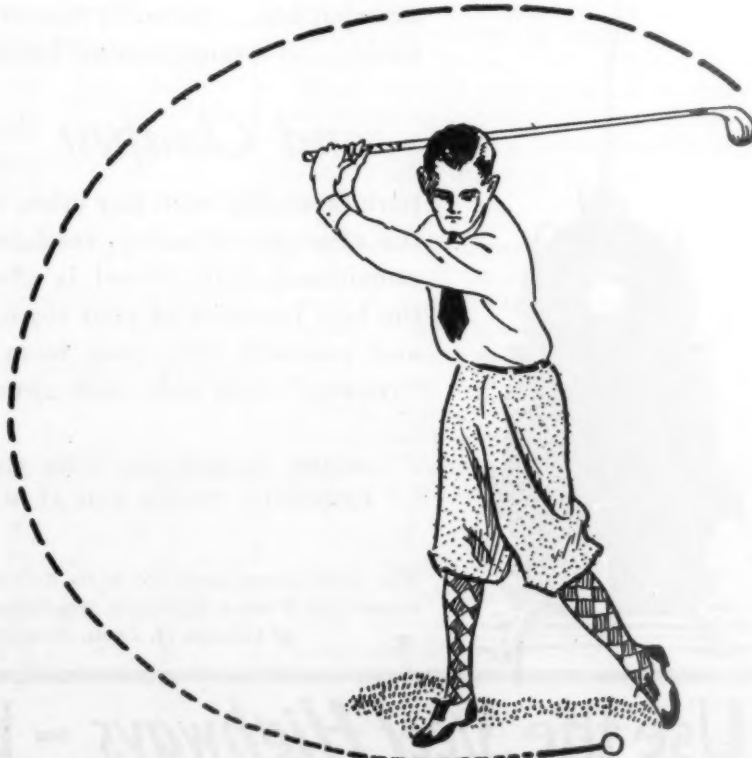


Illustration 2

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heels. Stand so that the weight is equally distributed, so that the body can act in its important function as the hub of your golf swing. As you will notice in the first illustration that the golf-swing wheel does not rest on a point but on about 10 or 12 inches of rim, so you must remember that at the bottom of your swing your arc will sweep through the golf ball.

In order to get this nice, smooth approach to the golf ball and through the ball at the bottom of your swing, it is important that you do not let the body or hub of your wheel rise or fall. To do so would cause you to hit on top of the ball or behind it. You must not let your body do anything that will cause you to break your golf-swing wheel. Many times you will see players who rise on their toes as they take the club back in its arc. In doing this, they raise the hub of the wheel and narrow the

are of the swing. When they bring the club down they do not sweep through the ball, but come down too nearly perpendicular and get a topped ball.

Application of the Wagon Wheel Idea

THE main thing that you must keep in mind in establishing a good mental picture of your golf swing is the idea of the wagon wheel arc; that is, that your body is acting as the hub of the wheel, your left arm and club-shaft as the spoke of the wheel, and the club-head as the rim of the wheel. Also, you must remember that as the club-head comes down through its arc, at the bottom of the swing, there is a flat area of from 10 to 12 inches long in which the club-head passes through the ball and on into the follow-through.

In Illustration 2, you may get a good idea of what your swing should look like at

the top of your stroke. You can see also, with the wagon wheel removed, the arc that your club will make. Notice the flat approach to the ball at the bottom of the swing. A great number of players are in doubt as to how far the club should be taken back on the back swing. The club should be stopped when it is approximately parallel with the ground, as in Illustration 2. If you let the club go back any farther, then you will have to "break" the left arm or the spoke of your arc.

In this article I have made no attempt to show you the functions of the body, the hands, the wrists or the feet in relation to your golf swing. I will discuss this important phase in my next article. What I have tried to visualize for you is the correct mental picture you should have of your golf swing.

Ping-Pong—and Your Job

By Coleman Clark

National and Western Ping-Pong Champion, 1932

IN these times when the relentless economy axe whistles about our necks, is it not doubly important for athletic directors and coaches to analyze cold-bloodedly their positions to appraise how secure they may be? It is all right to strive for winning basketball and football teams that set you up as "king for a day." Winners add to the safety factor of your job—temporarily—but what are you doing to make your services to the whole student body, your employers and the community, indispensable for all time?

I have a strong feeling that the man who bends every effort toward providing games for all, rather than the few, is on the right track; whereas those who devote too large a share of their time to the small squads, at the expense of the masses, may be asked to move on ere long. There is no doubt that the trend in physical education is definitely in this direction. Athletic Director T. M. Metcalf of the University of Chicago "hits the nail on the head" when he says in substance, "I believe in physical recreation for all. I would like to see more teams and more games." All of which leads up to ping-pong, a game admirably suited to the high school and college student.

In the first place, I wish to state very emphatically that the brand of ping-pong that is played today makes it an entirely worthy pastime for your consideration. But do not take my word for it. Listen to what some prominent figures associated with sports have to say. "Ping-pong has certainly taken its place along with other recognized sports. You need have no fears

MR. COLEMAN CLARK is a graduate of the University of Chicago, where he was a member of the football, basketball and tennis teams.

For years he has devoted a great deal of his spare time without compensation toward popularizing ping-pong. It is his hobby and he thoroughly believes in it. He has won more major championships than any other player, and during the past four years has served as Vice President of the American Ping-Pong Association.

He has just written a book entitled **MODERN PING-PONG AND HOW TO PLAY IT**. It is well illustrated with action pictures and diagrams, and contains the complete official laws of ping-pong.



Coleman Clark

over the future of the game. I will do whatever I can to boost it." These are the words of Amos Alonzo Stagg. Writes K. L. Wilson, Director of Athletics at Northwestern University, "Ping-pong is the most popular intramural sport we have ever attempted. I consider it a fine, vigorous form of exercise that takes unusual skill, and is especially adaptable to everyone, as size or weight does not count." Here is Harry S. Knox, President of the American Lawn Tennis Association: "Anyone who thinks ping-pong is a parlor game hasn't seen it played the last few years. To my mind it is one of the most scientific indoor games and is a wonderful substitute in winter for tennis. There is nothing like it for co-ordinating eye, mind and muscle."

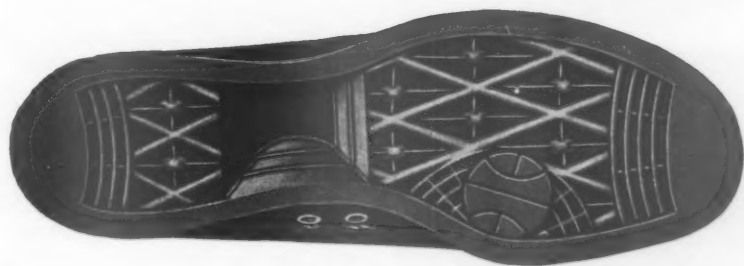
Already the game is making rapid headway in the schools and colleges, but the surface has only been scratched. At Northwestern it is a fixture for good. Last year Ade Schumacher, director of intramural activities, ran off a college-wide championship in which 1,080 students took part. Every afternoon for months all the tables were in use, and more often than not many lined up waiting their turns. Schumacher likes the social appeal of the game, especially for the freshmen who need a pastime of this kind to throw them together. Ping-pong is also very popular at scores of other colleges, notably Michigan, Ohio State, Chicago, Notre Dame, Wisconsin, Iowa State, Tulane, Stanford, New York University, Harvard and Lafayette, to mention only a few. Intercollegiate matches are not uncommon, and I



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know there is talk of conducting a Big Ten and even a National Intercollegiate Championship this year. You will be interested to know that some of our leading national ranking players are now attending our universities.

And how the high schools are going for it! Athletic Director W. L. Childs at New Trier High School, Winnetka, Illinois, is smart enough to know that youths love the game. He himself is not only an expert player but a staunch believer in the sport. The idea appeals to him of his charges learning to play a game which they may indulge in at home and carry with them after graduation. He now has twenty tables (he's shooting for a hundred) which he sets up at the noon hour to keep the students agreeably occupied, and, incidentally, out of mischief. Last winter he conducted tournaments for each class, and so interested were the boys (and girls) that almost the entire student body participated. Parents in large numbers flocked to the matches to see their children compete. Then a school team was selected and contests were scheduled against rival institutions. The season wound up with a huge interscholastic tournament which was staged in the gymnasium. A small admission fee was charged, and enough was taken in to purchase a good deal of additional equipment.

And now a word about equipment. There are all kinds on the market. By all means invest only in the best. Cheap tables, rackets, nets and balls will not stand up satisfactorily, nor will they afford the players the maximum of enjoy-

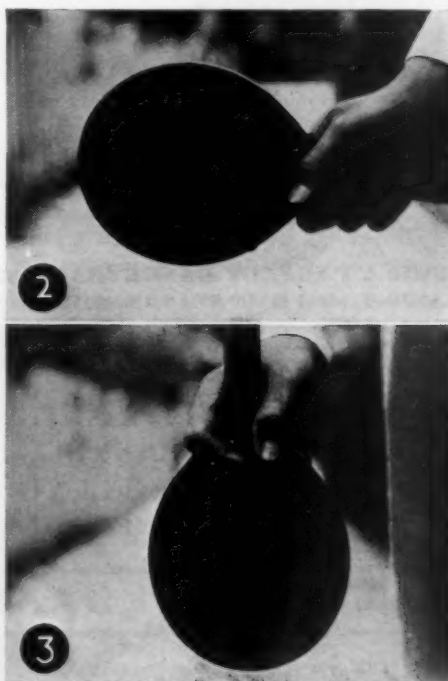


Illustration 2 shows the "tennis" grip (front view) of the author. Note the large, pebbled-rubber surfaced racket

Illustration 3 shows the "penholder" grip, which is common in this country but passé in Europe

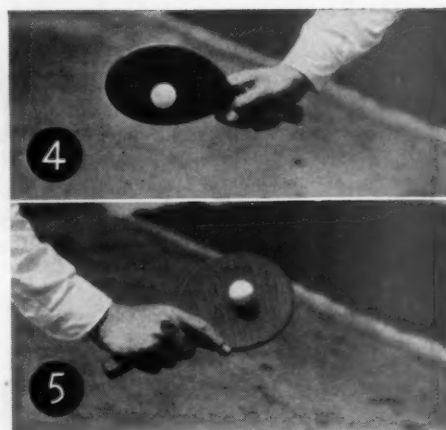


Illustration 4 shows a forehand drive at the moment of impact. Note that top edge of racket is tilted forward. This stroke will impart the highly necessary topspin to the ball, which will cause it to drop quickly after passing over the net

Illustration 5 shows a backhand chop or underspin stroke at the moment of impact. In this case note that the top edge of the racket is tilted backwards to impart underspin to the ball

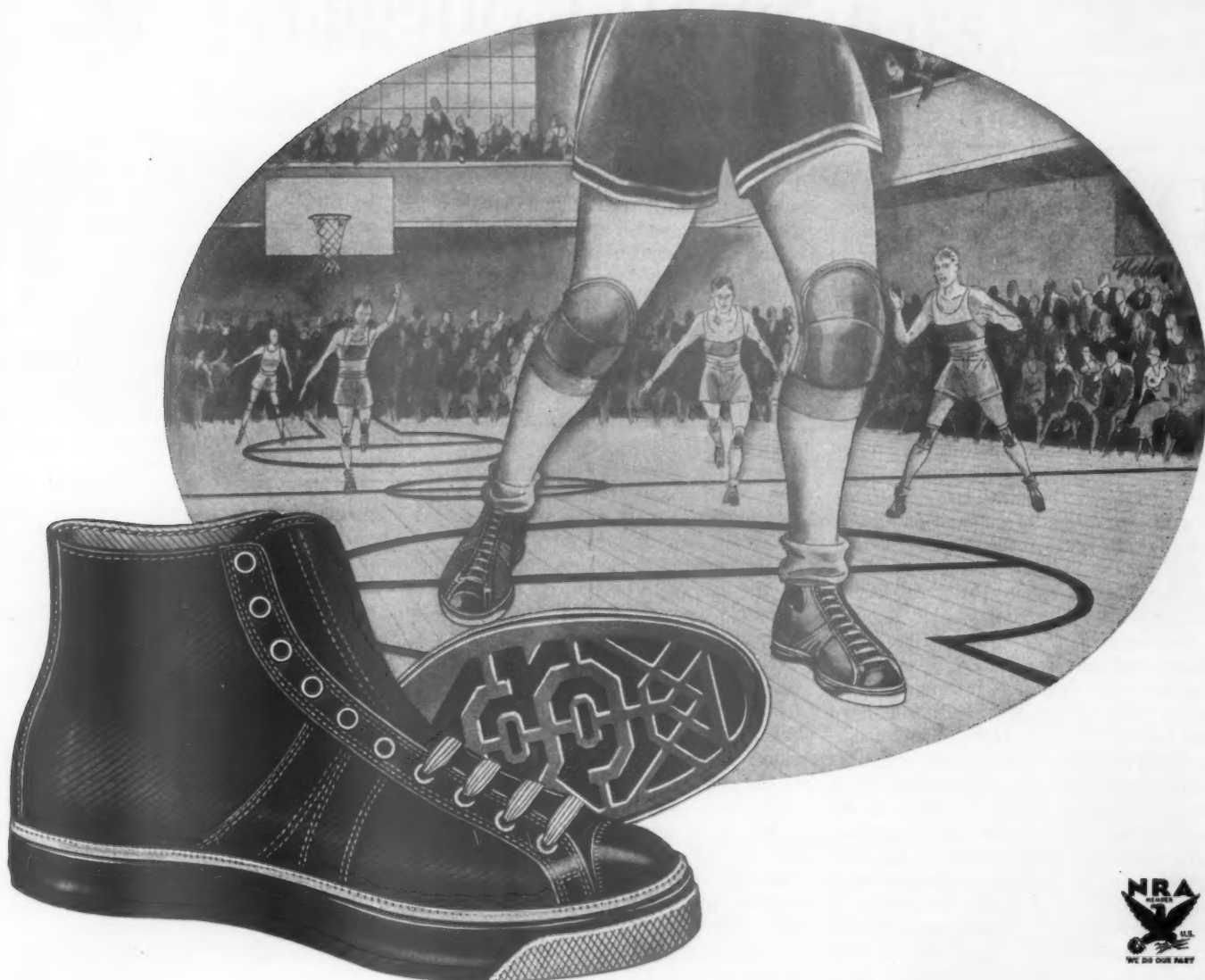
ment. Be sure to get the official, standard tournament table, measuring 5 feet by 9 feet. One good table is worth ten poor ones. When all is said and done, ping-pong is the cheapest active indoor game I know of. After the original investment, the upkeep is next to nothing.

A word about the technique of play. In most respects, ping-pong is very similar to tennis, yet in some it is vastly dissimilar. The stroke in tennis is a long flowing one, generally struck with a flat racket, whereas in ping-pong the best results are obtained by using a shorter stroke with more wrist action, meeting the ball with the top edge of the racket tilted forward. Spin on the ball is important in tennis. In ping-pong it is paramount, the very essence of modern play. This is the case because of the lightness of the little, white celluloid ball and the fact that nearly all the experts now use the large sized, pebbled-rubber surfaced rackets, which impart a large amount of "English" to the ball. Spin, as much as anything else, accounts for the absorbing fascination and infinite skill of the modern game. The two commonest spins are the chop or underspin, and the topspin or overspin. (See accompanying illustrations.)

The two most popular grips are the "tennis" or palm grip, and the "penholder" grip. Nearly all the great European champions, including Fred Perry, who is a marvelous exponent of the sport, favor the tennis grip. So do I; yet there are some very fine Americans who perform miracles with the "penholder" method. (See accompanying illustrations.)

My final plea is that you give the game a fair trial. Just start the ball rolling, and the students will do the rest. Abide rigidly by the official rules, as this fosters standardization throughout the country and affords the greatest enjoyment.

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At a lower price is the "Black Ace"—a lightweight durable shoe with a non-slip crepe sole. Cushion heel . . . arch reinforcement. And, like all Spalding shoes, "Black Ace" wears . . . and wears. *Wholesale Price \$1.80.*

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BASKETBALL EQUIPMENT

An Intramural Program in a Small College

By Thomas C. Hayden

Director of Physical Education, Coe College, Iowa

DURING the last few years the intramural program has become one of the most important phases of the physical education department in every school; and today, due to economic conditions, it is being emphasized in the smaller college more than ever. Intramural athletics appear to be the solution to the de-emphasis on intercollegiate athletics to which a number of smaller colleges are being forced to adjust themselves. The smaller institutions are, of necessity, dropping many minor sports and curtailing their athletic programs. This throws a greater demand on the intramural division of the physical education program, because of the natural desire for games and recreation in leisure time.

Because of greater facilities, the larger colleges and universities have been able to conduct very extensive intramural programs, while the smaller institutions have been held in check by a lack of such facilities as staff, time, finances and organization. Experience shows the need for a program adapted to the facilities of the small school rather than one patterned after that of the larger school, as has been done so much in the past. A program may be made sufficiently diverse without being too extensive for the existing conditions in any one school. The program in each school is an individual problem and must be organized accordingly; however, there are many features common to all. This article briefly describes the program successfully in use at Coe College, a smaller institution.

To make clear to the reader numerous points in this intramural program, it is first necessary to give a brief outline of the physical education department and facilities at Coe.

Athletics, intramurals, health education and required physical education all come under the term physical education. There is a very high correlation of the personnel and facilities in all of these various divisions. Varsity and freshmen teams are maintained in football, basketball, tennis and track and field. Each sport has its coach in season, and the department of physical education has a full-time director. During the season when the various varsity coaches are not with their squads they are assisting in other activities in the department.

Every freshman and sophomore student

is required to take prescribed physical education and he receives one credit hour per semester, which applies toward graduation. Each student attends regular physical education classes which meet two days per week. Where varsity and freshman squads are maintained in intercollegiate athletics, the members of these squads are excused from attending their regular physical education classes while on these squads, but they must report to their regular classes before and after these squads are called out and dismissed for the season. However, no credit toward scheduled classes is given anyone for participation in intramurals.

The facilities at Coe are similar to those of the average school in its class. They consist of one varsity field, surrounded by a quarter-mile track; one practice field; five tennis courts; three basketball courts; one boxing and wrestling room; two handball courts; two volley ball courts; miscellaneous equipment; and an R.O.T.C. rifle range. Golf is arranged for on one of the city municipal courses at a nominal fee.

For some time before each intramural activity takes place, the fundamentals of that activity are taken up in regular prescribed physical education classes. By this method every student attending regular classwork receives instruction and coaching in all the activities on the intramural program. This seems to create a much greater interest and desire to participate, and the participation is of a higher quality. All intramural participation is voluntary on the part of those contesting. Each group or organization usually secures some major student in physical education to coach its team. This gives the major student experience and helps the organization to have better teams.

All schedules are drawn up by the Director of Physical Education and his managers. These schedules are posted in the Director's office, and copies are sent to all organizations one week before competition starts in that activity. The day before each scheduled contest, each contesting party is notified by the manager of that sport. All officiating is handled by the Director with the assistance of the varsity and freshmen coaches.

No admission fee is charged at intramural contests or for various organizations to enter their teams, but once a year an intramural carnival is sponsored for which

an admission fee is charged. This carnival is usually held about the first of March and is in the form of Gymnasium Open House. As many of the intramural finals or championship contests as possible are arranged on this date. These may include basketball, wrestling, boxing and handball. The expense of the intramural program is included in the physical education budget. All intramural contests are scheduled between the hours of four and six in the afternoon, except the carnival, which is held in the evening.

Each activity on the program offers points and trophies, and an annual yearly participation trophy is offered at the end of the year to the organization which has the highest number of points. Other rules of the intramural program are covered in the handbook which is here presented.

The Division of Intramural Athletics Coe College

Foreword

It is the object of the Intramural program to aid the students of Coe College in their physical development, to promote good fellowship and to gratify that impulse to play, which all possess.

Personnel

Director of Athletics.....Moray L. Eby
Director of Physical Education
and Intramural Athletics.....

.....Thomas C. Hayden
Senior Manager—Selected by the Intramural Board of Control

Two Junior Managers—Selected by the Intramural Board of Control

Any student of Junior standing may apply for managership. One of the Junior Managers is selected for the Senior Managership at the end of his Junior year by the Intramural Board of Control.

The Intramural Board of Control

This Board is made up of the Director of Athletics, the Director of Intramural Athletics and the Senior Manager of Intramurals. All authority is vested in this Board and any question arising which may not be covered in the Intramural Rules is handled by this Board.

Purpose

The purpose of Intramural athletics at Coe College is to give every male student an opportunity to get the benefits of athletic competition. This participation in Intramurals will add to one's college life the balance that is necessary in an all-



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Style H—A very fine yellow back Kangaroo, Goodyear Welt shoe of the best University grade. Ten eyelets high. Equipped with No. 4 cleats. Wholesale and School price, \$10.15.



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Style R—A blue Kangaroo Welt shoe of excellent quality. Will stand hard usage. The H shoe made in blue back. Ten eyelets high. Equipped with No. 1 cleats. Wholesale and School price, \$8.15.

Style P—A blue back Kan-

garoo Welt shoe for backs or line. Best high grade High School shoe in America for the money. Used by a good many University teams. Ten eyelets high. Equipped with No. 1 cleats. Wholesale and School price, \$6.65.



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Style PX—Has a soft toe. Otherwise like P. Ten eyelets high. Equipped with No. 1 cleats. Wholesale and School price, \$6.65.



Box toes on Styles G or Z at an extra Cost of 50c per pair

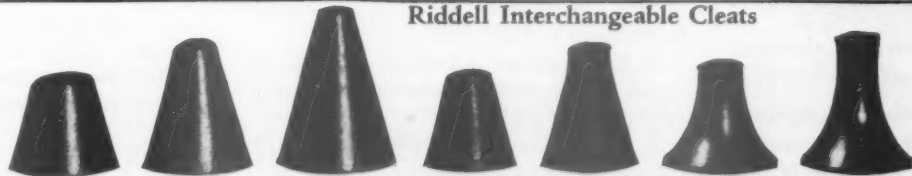
Style O—A blue back Kangaroo shoe of excellent value for high schools and junior high school teams. Nine eyelets high. Equipped with No. 1 cleats. Wholesale and School price, \$5.25.

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Any Riddell cleat may be used on any of our shoes. No. 1—Best for practice and wear.

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No. 2
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No. 4—Game cleat. Harder than No. 1. Digs in better but will not wear quite as well.
No. 5
No. 6
No. 7
No. 5—Mud cleat to No. 4.

No. 6—Game concave cleat. Same density as No. 4.

No. 7—Mud cleat to No. 6. School price, per set of 14 cleats, \$0.75.

Football Fixtures—A fixture is a bolt, a nut and a washer. The price quoted is for a complete unit. Each, \$0.05.

Pliers—Cleats may be changed with pliers. We can furnish a cheap plier for this work. Wholesale and School price, \$0.25.



Style 55

Basket Ball Shoes

Style 55—Blue back Kangaroo upper. Welt construction. Oak leather insole and counter with molded rubber outsole. Wholesale and School price, \$4.35. This shoe may be resoled as the life of the upper and insole is much longer than that of the rubber outsole. Wholesale and School price, for resoling, \$1.75.

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Plates—A spring steel plate is used both in the sole and in the heel of our football shoes. A reinforcing plate is also used to strengthen the two back cleats on the tap where the severest strain comes.

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around education, by helping to develop his spirit of co-operation and fair play so valuable in later life.

Program of Activities

The department sponsors an all-athletic program, but it is impossible to carry on all activities every year. Therefore, it is necessary to make alterations in the program each year. The activities to be sponsored in any one year are decided upon at the beginning of that year by the Board of Control.

Program

FALL

Horse Shoes	Golf
Tennis	Touchball

WINTER

Volley Ball	Boxing
Basketball	Wrestling
Baseball (indoor)	Rifle
Handball	Free Throwing

SPRING

Track and Field	Golf
Baseball (outdoor)	Tennis

Intramural Rules

All Intramural contests are played under the rulings of the Amateur Athletic Union of the United States.

ARTICLE I—Eligibility.

1. Before each contest a certified list of the organization and its individuals must be on file in the Director's office.
2. Any organization on the campus may be represented by a team or an individual; clubs, fraternities, Y.M.C.A., etc.
3. Any student in good college standing and a bona fide member of such organization for a period of two (2) weeks before the scheduled contest is eligible to compete for that organization.
4. Any man who has been awarded a varsity letter or a freshman numeral is not eligible to compete in that sport in which he won the said award.
5. Any transfer student who has won a letter at another institution is not eligible to compete in that sport.
6. Any man on a varsity or freshman squad at the time of scheduled competition is not eligible.
7. A man who has competed for one organization cannot compete for another organization during the same semester.
8. Only undergraduate students are eligible.
9. Members of a varsity or freshman squad who leave the squad without permission of the coach are not eligible to compete in Intramurals.
10. Men who have been dropped from varsity or freshman squads because of scholastic ineligibility are not eligible to compete in Intramurals.
11. Playing an ineligible man causes the forfeiture of the contest in which he played.

ARTICLE II—Protests.

1. All protests must be filed in writing

with the Director of Intramurals within twenty-four hours after the contest.

2. All protests must be decided upon by the Board of Control.

3. Each team or individual may be present to represent its or his case.

ARTICLE III—Postponements.

1. Postponements may be made through the Director of Intramurals.

ARTICLE IV—Forfeits.

1. All contests are regularly scheduled and contestants notified before each contest. If contestants do not appear at the scheduled time, the contest will be canceled after a period of ten minutes.

2. To receive credit for a forfeited contest a team or individual must be on the scene of the contest ready to play at the time of the forfeiture.

ARTICLE V—Points and Awards.

1. An annual Participation Trophy is awarded at the end of each school year to the organization having earned the highest number of points. This trophy must be won three years to become permanent property.

2. Trophies are awarded for championships in each activity.

3. All teams in round-robin contests receive one point for each contest won; also points according to standing in the league at the end of the season—first place, seven points; second place, six points; third place, five points; etc.

4. All teams in elimination contests receive one point for each contest won and five points for first place; three points for second place.

5. Forfeiture of a contest in team competition forfeits one point on the Participation Trophy.

6. Team competition means contests in which a team is composed of more than two members.

7. All two-men contests shall receive five points for first place; and two points for runner-up.

8. In the case of a tie in the final standings of a sport, the total points are to be divided between the two teams and one contest played for the trophy of that sport.

9. All one-man contests shall receive three points for championship and one point for runner-up.

10. If two organizations have the same number of points at the end of the school year, the Participation Trophy shall be awarded to the organization having the highest scholastic average for the year.

11. Intramural Senior Managers will receive a C-M sweater. The Junior Manager who is not selected as Senior Manager will receive a numeral sweater.

ARTICLE VI—Creation of New Rules.

1. The Board of Control, at the suggestion of some member, may by a majority vote create special rules governing any particular contest.



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Swimming, Diving and Water Polo

By Tom Robinson

Assistant Professor of Physical Education, Northwestern University

CONFIDENCE plays a big part in athletics. The athlete on entering high school or college makes up his mind to follow some sport; in this case it is aquatics. The coach issues a call for candidates, and many usually respond. The coach in some cases culls out the poor swimmers in a few weeks. At Northwestern, we never drop anyone who will stick and try to do the work required. For this reason, a great many of our swimmers receive letters in their junior and senior years. It takes plenty of courage on the part of an athlete to continue to stick and hope. It also tries the coach's patience, working on what to some may seem a hopeless job.

The coach must work and drill, and finally his confidence is rewarded. In the end, he has done more than make a letter man; he has developed spirit, courage and fight. These boys leave school believing in human nature, and they have confidence to face the problems of life.

The high school and college coach who handles physical education work during the morning and afternoon and then, at the end of a hard day, takes up the duties of a varsity coach surely has a difficult task and one that tries his strength and courage. My suggestion is that you try to have a vacant period between your physical education classes and the varsity hour.

At Northwestern, varsity drill begins at 5:00 in the afternoon, and at 6:00 swimming and water polo practice have been completed. We devote no more time per day to our varsity team than we do to a physical education class. For men taking part in swimming, diving or water polo, I believe one hour of drill is sufficient.

Beginning in September, all varsity men are required to report three times per week, Monday, Wednesday and Friday, at 5:00 o'clock. They take a few starts, swimming twenty yards each time. Then they swim for twenty minutes. Breast stroke swimmers swim a good deal on their backs so that they can detect leg faults. Crawlers and back crawlers are required to swim half and half. Good turns and push-outs are studied very carefully. Divers run through all required dives several times. Swimmers and divers are checked on by team mates, as the coach does not supervise early training and conditioning. I have found that this method of handling men in September and October makes the men keen observers of technique and style.

FOR the past twenty-four years, Tom Robinson has been teaching swimming in all its phases as a member of the Departments of Physical Education and Athletics at Northwestern University. From 1906 to 1909 he was at the Central Y.M.C.A. of Evanston. During those years at the Y.M.C.A., he also coached the Evanston Township High School and the Evanston Academy. Since 1909, he has been connected with Northwestern. Following are a few statements regarding the success of the teams Robinson coached during his twenty-four years at Northwestern.

The Northwestern teams under Robinson have won ten Intercollegiate (Western) Conference swimming championships, three Conference water basketball championships and six water polo championships. In the past ten years, Northwestern swimmers have won the National Collegiate Athletic Association championship five times. In 1928, the Purple won the National Amateur Athletic Federation swimming championship. In 1932 and 1933, Purple swimmers won both Senior and Junior Central A.A.U. swimming championships.

Approximately 90 per cent of all Northwestern swimmers have come from Cook County, in which the University is located. Only three men out of the state have ever represented Northwestern swimming teams coached by Robinson.

Some of Northwestern's outstanding champions include the following: Vincent Johnson, 1914-15-16, Conference champion, 50-, 100-220-yard events; Ralph Breyer, 1923-24-25, Conference champion, 50-, 100-220-yard events; Dick Howell, 1924, National champion, 400-meter and 1500-meter, and, 1924-25, Conference champion, 220- and 440-yard events; Albert Schwartz, 1930, National champion, 50-, 100-220-yard events (a record unequalled before or since); Walter Colbath, 1927-28-29, National champion, fancy diving. Colbath is the only college diver to win and defend his title for three years. Northwestern relay teams hold practically all records: 160-, 400-, 300-yard and medley events, one mile with eighteen men swimming, and 880-yard with four men swimming.

Coach Robinson believes his team's greatest victory was in winning the 1933 N.C.A.A. Meet in the new Yale Pool at New Haven. Art Highland, Don Horn, Ken Willard, Jim Wilkie and Bernard Hahn carried the team to victory. Max Hayford managed the team and trip, while Coach Robinson stayed at home, busy with regular physical education work and minor team competition.

The above sketch is merely to remind readers that the system inaugurated twenty-four years ago has borne fruit.

The swimming captain is expected to be on the job during these early drills; the others may leave as soon as their swim is over. After the swimmers are through, the men usually start a game of polo, picking fairly evenly matched squads. Not until November first do I take active charge of my varsity teams. As a rule I find every one in good condition and ready for a little faster program.

Checking Faults

THE coach should check on and remedy faults early. Some of these are the following: Poor starts, either too flat or too deep; sharp pitch coming to the surface; poor arm action (taking off may be the cause, or too high or too low a head on entry); poor leg drive at take-off caused by slow or jerky arm swing.

In the dashes, a prep swimmer should try for at least eighteen feet before the arms are started; an upper class man may go much farther to advantage. The kick, of course, should take effect as soon as the feet make contact with the water. Some coaches advise kicking as soon as the feet leave the take-off. I see no advantage in fanning air; in fact, I believe it may spoil a good entry.

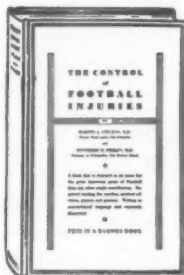
Poor breathing may result in premature fatigue. Some swimmers hold the breath and try to exhale all at once just before taking a new breath. My advice to swimmers is to get a fair breath each time they inhale, and begin exhaling through the nose and continue to exhale until they take their next breath; by so doing they cause the muscles of the abdomen and the chest to relax.

Crawlers and breast stroke swimmers should be careful not to allow the face to go too deep during the period of exhaling. If the face drops too far down, the nostril becomes horizontal, and water, as you know, will run into any tube very quickly when in this position, notwithstanding air is being forced out of the nose slowly. A bad drink caused by low head may cost a race or place.

The best way to find correct position for the face in exhaling is to extend the chin forward without lifting the head. You will notice that a correct head position will have a good influence on the rest of the trunk and legs. A low head will usually force the hips up, and tense legs will also result. A correct head position slightly arches the back and allows for an easy, relaxed leg action. The body in the crawl strokes, both front and back, should

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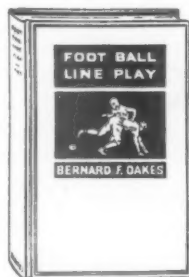


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"Bunny" Oakes, Head Coach, University of Montana, and former line coach, University of Nebraska, has written a book that will be invaluable to the line coach. Fundamentals have been stressed above everything. Contents include "Offensive Line Systems and Procedure in Coaching," "Methods of Group Blocking," "Bringing Men Out of the Line," "Defensive Plans," "Pass Defense," "Practice Program for the Line."

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be as flat as possible at all times, allowing only enough roll to give clearance for recovery of the arm strokes. Excessive roll means side slip and hip swing, both of which apply brake action against the water.

Breast stokers should be very careful to use arms and legs as specified by the rules, because improper use may cause disqualification. One hand must not lead the other either in forward or backward movement. What one leg does, the other leg must do at the same time. Scissors kick and side stroke movement are ruled against immediately. Some swimmers are very much hurt if ruled against; even some coaches protest adverse rulings. How much better it would be for all if the correct style were practiced first, then speed later!

Early Diving Practice

MY advice to all divers is to run the length of the board, whether it is sixteen feet or less. All champions observe this; so why not begin right?

Find a proper hurdle point before the

take-off. Taking a full stride from the end of the board is a fair way to find this; four or five steps may be required to hurdle and take off. Never move forward too fast nor too slowly. A fast run will cause overthrow and carry you out too far. A very slow run may cause you to pull back as you leave and bring you in dangerously close to the board, and ultimately strike it. Many boys and girls have been injured by this pull-back in slow approach. The rule is clear. It says a strong run, not a fast or slow run. Your power for height is in your legs and what you can get out of the board used. Your ability to balance, tumble and twist is in your head, arms and shoulders. A diver is a tumbler, but he is unlike a mat tumbler because he has more time in most of his dives. Because of this, he appears to be more graceful in his acts. Under the rules, he has plenty of latitude insofar as selection of dives goes.

To divers, I recommend learning your dives in groups, starting with the plain front and back. Then learn the front jack and the back jack. Next, start adding a half twist to these dives. After this, take

up the front and back 'saults. Then go back and learn full twists for plain diving. Next, take up half 'saults; then the double 'saults. Finally, work on any other dives you wish to use.

In competition, be careful to listen for your name and the dive announced. As you step up on the board make a snappy mental review of your dive before starting. Be sure to enter straight in front of the board and return to the surface in front of the board before swimming to the side or end of the pool; a side throw or cast is often started just as divers' hands enter the water.

Water Polo

IN water polo, be sure to learn to handle the ball with one hand only. Stop when you hear the whistle, and stay where you are until the free throw or pass is made. Do not jump from the bottom and push from the side to get the ball. Do not take the ball under when tackled. Do not get into the two-yard goal zone ahead of the ball when taking the offensive. If you play the game according to the rules, a good time is assured you.

Nutrition and Physical Fitness

By G. G. Deaver, M.D., B.P.E.

George Williams College, and

J. S. Coulter, M.D., F.A.C.S., D.T.M.

Department of Physical Therapy
Northwestern University, Chicago

IN the September issue of THE ATHLETIC JOURNAL, the authors discussed foods and their function, sugar and starchy foods, fatty foods and protein foods. In this issue, the subjects to be covered are fruits and vegetables, food accessories and vitamins.

Fruits and Vegetables

FRUITS. There are over 300 different kinds of fruits known; of these, about thirty to forty are easily obtainable. Fruit occupies a valuable place in our dietary because

1. Most fruits are eaten raw and thus become an important source of vitamins C and B.

2. There are little or no proteins or fats present.

3. They are easily digested.

4. They have a high water content.

Dietary studies have shown that calcium, phosphorus and iron are the mineral substances in which there is most likely to be a deficiency unless our diet is carefully selected. The fruits which contain these minerals in the greatest amounts are dried figs, currants, prunes, raisins and olives. The chief nutritive value of fruits lies in their being excellent carriers of mineral salts and vitamins. From the standpoint of their effect on health and well being, the chief value of fruits is in

their influence on the *appetite* and *digestion*. They are pleasing to sight, taste and smell and thus are stimulating to the appetite and digestive glands. The acids and salts in fruits have a specific action in stimulating the muscular contractions of the intestine and thus producing a laxative effect. They are likewise our best alkalizers and the use of apples, bananas, oranges and muskmelons in the diet helps in building up the "alkali reserve." The vitamin content in fruits gives valuable aid in building up our resistance to respiratory diseases, stimulating the appetite and increasing the muscular tone of the intestinal wall.

VEGETABLES. There are about fifty vegetables which are easily obtainable, but only a few of them are used in our regular diets. The food faddists and advertisements have given undue prominence to some vegetables. During the last ten years, the haulage of spinach on the railroads has increased from 2,500 carloads to 10,000 carloads a year. It is true that vegetables can be used in fewer ways in our menus than fruits, for their use is limited to salads and as a serving with meat. In order to get variety at all times it may be necessary to use canned vegetables, which is permissible, as there is little difference in nutrient quality and quantity

of fresh and canned vegetables. "The *starchy* vegetables, which are real fuel foods, should be clearly differentiated from the *green* and *succulent* vegetables. Celery, lettuce, tomato, eggplant and cucumber are about as near nothing in fuel value as anything we eat, but are useful for other reasons. Potatoes, and more especially peas, beans and corn, furnish a good deal of energy and protein." (Bogert.)

Good cooking is essential for vegetables. The unpalatable messes which are often served as vegetables are neither appetizing nor fit to eat. The dietary rules suggested for fruits and vegetables are as follows:

1. Eat fruit at least twice a day.

2. Eat succulent vegetables at least twice a day—one of them a leafy vegetable if possible.

3. Eat potatoes (or other starchy vegetables) only once a day.

4. Eat a salad twice a day.

Food Accessories

IT is important that we say a few words about the food accessories; though they have no food value, they have a relation to health.

CONDIMENTS. Under this heading we include salt, pepper and spices. *Salt* is relatively harmless unless used in excessive

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amounts, but *pepper* is very irritating to the mucous membrane of the alimentary canal and kidneys. A moderate use of *spices* in the food may aid digestion by stimulating the appetite; excessive amounts will irritate the mucous lining of the stomach.

BEVERAGES. The use of coffee, tea, cocoa and chocolate in the diet of athletes is a question worthy of consideration.

COFFEE AND TEA. Contrary to the opinion of many, these two drinks are essentially similar in their constituents and actions. The active principle found in these plants is caffeine, which is a stimulant to the heart, kidneys and central nervous system. Tannin is also an ingredient found in these drinks; it produces a bitter taste and likewise retards digestion. If coffee and tea are made properly, this substance can be largely reduced. The question which all coaches and trainers desire to know is, What is the effect of a cup of well made coffee on the body? Bogert has summarized this statement in a concise way and his conclusions may be substantiated by physiological and psychological research. The therapeutic dose of caffeine is about the amount found in an average cup of coffee. "The more usual effects of a moderate dose of caffeine on a person of average sensitiveness, who is accustomed to taking small amounts of some caffeine-containing beverage" would be "to quicken respiration, strengthen the pulse, slightly raise the blood pressure, stimulate secretory activity of the kidneys, mildly excite the functions of the brain, and do away with any feeling of fatigue or depression which may be present." A cup of coffee in the morning has proved of value to many to start the day; at night these effects are not conducive to rest and sleep. To the phlegmatic and easy-going player who seldom gets warmed up before the second half, one might dare to suggest a cup of coffee or tea at the meal preceding the game. It seems folly for coaches and trainers to eliminate this beverage from the diet of players who have been accustomed to its use at breakfast.

CHOCOLATE AND COCOA. The beans which produce these substances contain tannin and a stimulating drug called theobromine, which is similar to caffeine in its action on the body. The beverages which are made from chocolate and cocoa are highly nutritious, due in part to the milk and sugar which are added. They contain a high fat content and thus tend to retard digestion if taken with other foods.

FRUIT DRINKS. The beverages made from fruit are refreshing and very useful for their laxative effects and as alkalinizers to offset the effects of acid-forming foods. Orange juice, grape juice and lemonade are the favorite drinks and should be given a larger place in the diet of athletes.

WATER. A prominent physician has

stated that in an acute disease a highly colored urine is a reproach to the physician and the nurse. One might say that a highly colored urine in an athlete is a reproach to a trainer, for it means a lack of sufficient fluid intake. Water constitutes more than 70 per cent of protoplasm, which is the structural basis of organic life and is the medium in which the chemical changes of metabolism occur. Investigators report a loss of an ounce of water an hour by insensible perspiration in repose and as much as ten quarts of water may be evaporated during a ride in the sun in southern California.² In strenuous athletic games, the loss of water from the body is very great, and should be replaced in order to maintain the water balance. As more than nine-tenths of many fruits and vegetables consist of water, they should form a large part of the diet.

ALCOHOL. There has been a great deal of propaganda on the effects of alcohol on the body. Sports writers are becoming sarcastic on the general policy of trainers and coaches to prevent athletes in training from drinking alcoholic beverages. It would seem, therefore, that we should present scientific data to justify this policy.

The definition for a food is "anything which, when taken into the body, serves to nourish or build up the tissues or to supply heat."³

Alcohol does produce heat and energy, but it does not build up tissues and cannot be classified as a food. The malted barley and hops which are used in making beer may produce nourishment but this can be supplied by other foods. One of the most scientific studies on alcohol and human efficiency was performed by Walter R. Miles at the Carnegie Institution of Washington.⁴ It is impossible to report the numerous investigations he performed, but the following results of one of his studies will suffice to justify the elimination of beer from athletes' diet.

Eight young men, most of them medical students, were chosen. The results of one liter of a solution containing 2.75 per cent of alcohol by weight in contrast to the non-alcohol or "control" dose of the same amount and at the same temperature produced effects as follows:

1. Increased pulse rate of 8.8 per cent for two hours.
2. Skin temperature increased to a maximum of 0.3 degrees C. for face and 1.20 for hands.
3. Patellar-reflex amplitude decreased at maximum 38 per cent.
4. Ability to stand motionless with eyes closed was reduced about 20 per cent sixty-five minutes after ingestion.

² Editorial, "Water and Health," Jr. A. M. A., Feb. 20, 1933.

³ Am. Med. Dictionary. W. B. Saunders Co.

⁴ Miles, W. R., *Alcohol and Human Efficiency*. Carnegie Institution of Washington. March, 1924. Deaver, G. G., *Religious Education*, May-June, 1931, p. 456. A summary of the findings on Alcohol and Human Efficiency.

5. *Speed* of voluntary finger movements was reduced about 2 per cent.

6. *Accuracy* of eye-hand co-ordination in pursuit movements was reduced about 4 per cent.

7. *Reaction time* was poorer by 14 per cent for average of all periods.

8. Ability to transliterate code material was 4 or 5 per cent less.

The investigators concluded that "all of these results appear to be concordant and are interpreted as evidence of decreased efficiency, physiological and psychological."

It is interesting to note that although the men were ignorant of the dosage routine, when alcohol was actually given they recognized a diminution in their efficiency.

One can hardly doubt the evidence in reference to the toxic action of alcoholic beverages as weak as 2.75 per cent by weight. The modern athlete, masterful though he may be, still needs to keep his nervous system in good working order.

Vitamins

THE discovery of vitamins, those body regulators which are necessary for normal growth and health, form an interesting chapter in the story of nutrition. There is no doubt of the necessity of vitamins in our diet if we are to maintain normal health. There are six vitamins which have been discovered and are designated by the letters of the alphabet A, B, C, D, E, and G. People living on a diet which contains a normal amount of fruits, vegetables and legumes need have no fear of having a vitamin deficiency.

Conclusion

IN the preceding pages there has been no attempt to plan a diet for athletes in training, because there is no necessity for special diets for normal individuals. All foods taken into the body are broken down into sugars and starches, fats and proteins, if they are present in the food. These are taken to the tissues by the blood and lymph, and the cells select the types of nourishment they need for their present use. We cannot eat a food and say that it will make stronger leg muscles or a fatter face; the body cells select, and we have little to do with this process except to see that this substance has been present in our food. As training tables have been gradually eliminated from our colleges, it would seem that the best procedure to be followed is to present the facts to the men and trust them to eat the foods which they find most appetizing and nourishing for their bodies in performing the tasks assigned.

A VERY satisfactory year financially is reported by Director of Athletics Ray Hanson of Western State Teachers College, Macomb, Illinois. According to Director Hanson, his department reported a balance for the first time. This he attributes in part to the rapid growth of his institution.

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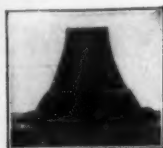
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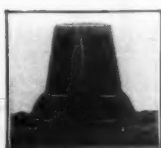
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Effect of Minor Changes in the Football Rules for 1933

By E. C. Krieger

Member of the Ohio Association of Football Officials

THE fact that the final result of a
football game may hinge upon a
single play or decision, even though
far removed from an actual scoring play,
leads to the minor changes in the 1933
Football Rules a distinct element of im-
portance.

The principal changes in the 1933 Rules
having been discussed and explained in
THE ATHLETIC JOURNAL for September by
Mr. Walter R. Okeson, Chairman of the
Rules Committee, we will consider only
some of the possible results of a few of
the minor changes and several contingen-
cies which may arise under the major ones.

With an increase indicated in the num-
ber of penalties for clipping, officials
should judge these plays particularly from
the standpoint of *initial contact*, because
many legitimate blocks appear as clipping
when players twist in falling; players
sometimes twist with intent to draw a foul.

Rule 7, Section 3, Article 7 is a blanket
ruling and covers *any* situation where the
ball becomes dead within 10 yards of the
side line. Because of this fact, the ball will
always be put in play at some point not
less than 10 yards from a side line except
at kick-off or free kick following a safety,
when the ball may be kicked from any
point on or behind the restraining line.

In case a fair catch is made near the
side line, the ball is to be moved in even
though a free kick is elected. This is one
of the few instances in which the general
ruling takes precedence over a specific rul-
ing; Rule 8, Section 2, Article 1 providing
that the ball be kicked from the mark of
the catch or from a point directly behind the
mark.

When the ball is declared dead more
than 10 yards in from the side line and
the enforcement of a penalty leaves the
ball less than 10 yards in, the ball is to
be brought in, since it is technically dead
in the 10-yard zone. This ruling will also
apply in event of a distance penalty en-
forced against Team A on try-for-point.

The fact that in most instances time is
not out when the ball is declared dead
within 10 yards of the side line permits a
quick play, and officials are concerned with
the problem of avoiding interference with
such a play. Experiment in early games
reveals that since the Referee is usually in
the immediate vicinity of the ball when
declared dead, the Umpire can materially
assist by quickly assuming a position 10
yards in, the Referee holding the spot of
the down and tossing the ball to the Um-
pire. After placing the ball, the Umpire
may retreat to his normal position behind
the defensive team. If, when the Referee

handles the ball himself, he assumes a position somewhat similar to that of an offensive center in placing the ball, it is certain that a play cannot start until the Referee gets off the ball.

This rule may be confusing: that dealing with a fumbled ball which is touched (but not recovered) in the field of play by a player any part of whose person is out of bounds behind the goal line. Whatever happens to the ball after this player touches it is entirely disregarded, the ball being awarded to the team whose player last touched it in the field of play or end zone before the out-of-bounds player touched the ball, and at the spot where the out-of-bounds player caused the ball to become dead by touching it. Being dead less than 10 yards from the side line the ball is moved in.

The insertion of the word "legally" in the next to the last line of Section 1 of Rule 6 makes the ruling of an illegal recovery of a kick-off the same as in the case of a kick from scrimmage illegally recovered by the kicking team. When a player of Team A illegally recovers a kick-off (either by reason of having gone out of bounds or of having interfered with B's opportunity to make a fair catch), the ball should not be declared dead until Team B has been given a reasonable opportunity to play the ball. Should the kick-off be illegally recovered and the ball carried across B's goal line, then, the ball being declared dead behind the goal line, Team B may elect a touchback. Of course, should the player recovering the ball contact the ground with part of his person other than hands or feet while in possession of the ball, it is dead under the provisions of Rule 7, Section 7.

It should be observed that the ruling on a free kick following either safety or fair catch is unchanged, the ball being dead when recovered by the kicking team regardless of the legality of the recovery.

A player of Team A returning to the field of play after having gone out of bounds at kick-off may use his hands to ward off blockers but may not use them to push opponents out of his way in order to get at the ball unless the ball has passed into possession and control of Team B. If Team B muffs the kick-off and this "ineligible" Team A player pushes an opponent, subsequently touching or recovering the ball, Team B may elect to take the ball at the spot of A's foul or where touched or recovered by the A team player.

The separation of the penalty from the body of Article 2, Section 1, of Rule 8 definitely classifies as a declinable foul the taking of more than two steps by a player who has signaled for fair catch and then caught the ball. Should this player fumble and the opponents recover, they may decline the penalty and take the ball. This player may also be tackled after the completion of his third step, but, should he be making a bona fide effort to stop, oppo-

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nents should not be permitted to make a target of him because of his violation of the rule.

The player who has made a fair catch by actual compliance with the provisions of the rule is given absolute protection under the 1933 Rules. He must be left strictly alone, this change being in line with other safety measures recently adopted. This man is likely to be in a defenseless position and is entitled to protection.

The new Supplemental Note in Section 3 of Rule 9 permits Team A to put the ball in play at any distance from the side line following a penalty enforced against Team B on the try-for-point. This does not apply when Team A is penalized, the spot of the foul fixing the distance from the side line unless the penalty leaves the ball less than 10 yards in.

Under the 1933 Rules, the kicker is given special protection only when he kicks from behind his scrimmage line and then only when it is reasonably obvious that he is going to kick. This raises the question: "Is it reasonably obvious that the 'quick kicker' is going to kick, and is he entitled to protection?" While in most cases it may not be obvious that the player will kick, it is our opinion that the kicker is entitled to protection unless in the judgment of the official the charge of the opponent is such that he can neither stop nor avoid contact with the kicker.

Section 7 of Rule 12 was the subject of much discussion during the 1932 season, and the new wording of the third paragraph, although changed by the Rules Committee after the printing of the Rules, appears in the Rules for the first time this year. In view of the varied interpretation of this Section, it might be well to set forth here a classification of fouls by the defense during a play in which an incomplete forward pass occurs:

1. Personal fouls (other than disqualifying fouls) committed *beyond* the line of scrimmage *while the pass is in the air*. Although these may be classed as interference, Team A will choose the distance penalty *from the spot of the foul* since it will be first down in either case.

2. Any foul, *personal or otherwise* (except disqualifying fouls), committed *on or behind* the line of scrimmage *either before or after the pass is thrown*. Penalties for these fouls are enforced *from the spot where the ball was put in play*.

3. Fouls involving disqualification, regardless of where committed, are penalized *from the spot of the foul*.

In case of fouls coming under 1 and 2 above, the incomplete pass is disregarded unless it becomes incomplete by striking an ineligible player, in which case the penalties offset each other.

In case of a foul under 3 above, the incomplete pass is *entirely* disregarded, even though it strikes an ineligible player, and the penalty for the foul is enforced in the usual manner—*from the spot of the foul*.

What High School Coaches Say of PRACTICAL BASKETBALL

the newest book on basketball, written by

WARD L. (Piggie) LAMBERT

Head Basketball Coach, Purdue University

From an Indiana Coach

I consider Mr. Lambert's book, *Practical Basketball*, as the outstanding book of its kind on the market at the present time. I make this statement after having made comparisons with similar books written by and

I consider the book outstanding in the following points:

1. It is complete. (It covers all fundamentals and several different styles of play.)
2. It is explicit.
3. It makes the complicated fundamentals and styles of play appear very simple.
4. It may be used advantageously by anyone who is coaching basketball, regardless as to whether he is a high school, prep school or college coach.
5. Several of my players who have read parts of this book have remarked about the clearness of the explanations and the assistance which it has been to them in mastering fundamentals.

From an Ohio Coach

From a coach's standpoint, Mr. Lambert's new book on basketball contains interesting material on every phase of basketball technique. Outstanding in the book is the material covering all the fundamentals of basketball, knowledge of which is the underlying reason for Lambert's success as a coach. A team must be master of the fundamentals to gain the top in basketball.

Mr. Lambert has illustrated his discussion on the various pivots and other maneuvers so that even the average school boy can understand and perform each play. Coaches and players alike will benefit greatly from a careful study of this book.

From an Indiana Coach

I find that *Practical Basketball* is an extraordinary book on the game. It contains sound material that a coach can use. The book is well named. Most of the books on basketball are on the theory of the game and not practical basketball. The illustrations are almost perfect, and each fundamental is well taken care of in every case.

Every member of my first squad read the book and each one said that the book was easy to understand. The players received a great deal of knowledge from the chapters on defense, offense, team defense and team offense.

I keep the book in the varsity dressing room and always before or after each practice I find someone looking over the material.

From a Kentucky Coach

In my estimation, the book is of immeasurable value to the young coach who is just starting out, as it places plenty of emphasis on certain fundamentals which are likely to be overlooked. I have studied the books of several noted basketball coaches and sincerely believe that Mr. Lambert's book is the most satisfactory from the viewpoint of both coach and player.

I believe that the book is very suitable for and adaptable to high school players, as it is written in a very direct manner, is well filled with diagrams and illustrations and contains very little "fill in" material.

The outstanding points of the book as I see it are:

1. The space and attention given to fundamentals. (Many books give very little attention to fundamentals, placing most emphasis on offensive plays, offensive systems, different defenses, etc., which, in themselves, are of little value unless the correct emphasis has been placed on fundamentals.)
2. The correctness and exactness used in explaining the Purdue fast-break system.
3. The excellent use of diagrams.

There are many other fine points of the book, but the ones mentioned are especially so to me.

From a Pennsylvania Coach

Just a word of commendation on the splendid book which you released for the benefit of basketball coaches. *Practical Basketball* is a winner; truthfully the most useful book of any of my large collection on the subject of basketball. I am sure many other coaches must feel the same way about it.

From an Indiana Coach

The book is very satisfactory from both a coach's and a student's viewpoint. It has many outstanding features which make it useful for everyone. The arrangement of the book pleases me very much. Mr. Lambert has broken the game of basketball up into its several fundamental techniques, such as passing, shooting, offense, defense, etc. He discusses each of the phases in their practical detail. This is an ideal arrangement for the coach, for it enables him to brush up quickly on any of these departments.

I also like Lambert's idea of giving several drills at the end of each discussion on the various fundamentals. We all realize that drills are necessary to establish basketball fundamentals with our players, but at times we coaches are at a loss for the correct drill for our players. The book solves this problem.

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General Offensive Play of Linemen

By Harold C. Prudhom

Pontiac, Illinois, High School

THE offensive stance must be the same on every play. Keep the head up, buttocks low, back straight and feet under your weight. Do not get off balance. One arm may rest upon the knee, the other lightly touching the ground.

To teach the proper stance to an inexperienced lineman, have him draw a square on the ground about two and one-half or three feet on a side. Have him place his back foot in one rear corner, his forward foot in the middle of the opposite side and the hand on the side of the rear foot in the front corner of that side. Face him straight to the front. Do not let him point the play.

Charging

Keep the head up and body low during the charge, and use short choppy steps so that your legs are under your weight and you can throw your weight in any direction. Charge with neck and back stiff and watch opponent's knees. Always make your charge low, but never lunge off your feet. Always keep your weight under control.

Variety of Attack

DOUBLE SHOULDER BLOCK—Two linemen charge together, shoulder to shoulder, into the opponent's stomach and carry him back. Keep low with legs well under you. Do not spread.

HIGH AND LOW BLOCK—One lineman charges at an opponent's ankles on one side while his mate hits him high with his shoulder and upsets him away from the play.

SQUEEZE BLOCK—Two linemen allow the opponent to start through the line and then squeeze him.

SIDE SWIPE—Allow the opponent to charge by you on the side opposite the play; as he gets even with you, throw your hips into him from the side.

FOLDED ARM BLOCK—Fold arms on chest and charge into your opponent's head, using folded arms.

CARTWHEEL BLOCK—When a man gets by you, if the play has not gone, use the cartwheel block.

Play Against Standing, Charging and Lying Down Line

Against a standing line, charge hard and fast. Get under your opponent's arms. When alone, use shoulder or body block, keeping your body between your opponent and the play. When two men are working together, use high and low or double shoulder block.

Against a charging lineman when working alone, charge him only when opening a hole. At other times, block him by keeping between him and the ball. Make him go away from the play. Wait and side swipe him as he goes by. When two men are working together, use high and low block. The man opposite the path of the ball hits him low and his team mate hits him high, knocking him off his feet.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912

Of THE ATHLETIC JOURNAL, published monthly, except July and August at Chicago, Ill., for October 1, 1933.

State of Illinois, } ss.
County of Cook }

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared John L. Griffith, who, having been duly sworn according to law, deposes and says that he is the editor of THE ATHLETIC JOURNAL and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (This information is required from daily publications only.)

JOHN L. GRIFFITH.

Sworn to and subscribed before me this 3rd day of October, 1933.

[SEAL.]

ROY C. CLARK.

(My commission expires March 31, 1936.)

THE ATHLETIC JOURNAL

Filling the Hole of a Man Coming Out for Interference

The play here depends upon the direction of the play and upon which side of the offensive player the defensive man is located. Do not charge, but dive across the space vacated, using a body block or reverse body block, depending upon the circumstances. In other words, drive the man away from the path of the runner.

Play On Line Bucks and Cut-Back Plays

On line bucks over their territory, offensive linemen are expected to charge opponents out of the way to open a hole. They must move them to one side or take them back, depending upon the type of play and the opponent.

When working alone, use a shoulder block, going into a hip block and pushing to the side.

When the defense is playing wide on a quick opening play, charge fast and use a long body block. After contact is made, raise your body high so your opponent cannot reach over you.

When two offensive men are working against one defensive man, use the double shoulder block or high and low block.

Keep the body between the man and the play.

After the runner has passed, go on and handle a second man.

Blocking for Passes

Do not charge across the line. Block in the line or drop back a step or two. Wait for the charge and run the opponent outside.

As soon as the pass is made, run to the spot to which the ball is going and cover the receiver, or tackle if the pass is intercepted.

The Physical Directors Responsibility in the Present Crisis

(Continued from page 19)

eral educational curriculum and that it has a definite relationship and is invaluable to the community as a whole; be willing to serve extra time and do it with a smile; keep an effective program of service going quietly; do not claim the spotlight too much and do not give any opportunity to attract adverse attention, for, as we know, there are always some pessimists and those without vision who are ever ready to find fault with any worthwhile movement, and through criticism destroy its effectiveness. Let us be satisfied in knowing that we are doing a good job and be ready for an emergency by having our plan of action prepared and knowing that we can rally to our support the many friends which we have made through service to the entire community.

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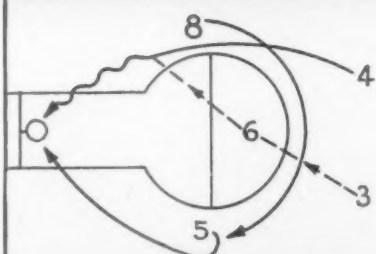
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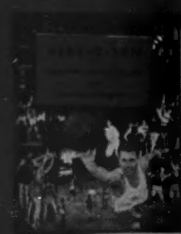
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